

CALIFORNIA SCHOOLS

AUGUST
1956



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YOSEMITE
ELEMENTARY SCHOOL



CALIFORNIA SCHOOLS

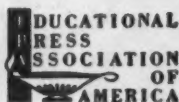
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THE COVER ILLUSTRATION shows the Yosemite Elementary School in Yosemite National Park, one of the schools in the Mariposa County Unified School District. All of the funds for its construction were provided by Public Law 815, the federal law which makes school building funds available to districts with large numbers of children whose parents work on federal property. The funds were a portion of the more than \$90,000,000 set aside for school construction in federally impacted areas in California. The construction program for the Yosemite Elementary School provides for the addition of living quarters for teaching personnel. Participants in the planning of the school were Thomas B. Price, District Superintendent of Schools, Cleo G. Adelsbach, Assistant Superintendent of Schools, and Edgar Parsons, Field Representative, Bureau of School Planning, State Department of Education. Walter Wagner & Partners were the architects.

SPRING CONFERENCE OF THE CALIFORNIA COUNCIL ON TEACHER EDUCATION

A Report of the 1956 Santa Barbara Conference of the CCTE¹

JAMES C. STONE, *Director of Teacher Education, and Associate Professor of Education, University of California, and Secretary-Treasurer, CCTE*

On April 6, 1956, the California Council on Teacher Education devoted the opening general session to the topic "Criticism of Teacher Education." Delegates underwent the soul-searching experience of hearing four outstanding educators respond to the question: "What's Wrong with Teacher Education?"—posed to them by Council President L. L. Jones, as a result of the criticisms of teacher education expressed at the White House Conference on Education, the Governor's Conference on Education, and many local conferences held throughout the state as a follow-up of the White House and Governor's conferences.

Arthur F. Corey, Executive Secretary, California Teachers Association; John C. Whinnery, President, California Association of School Administrators; and Superintendent of Schools, Montebello Unified School District; Peter L. Spencer, Professor of Education, Claremont Graduate School; and William A. Brownell, Dean, School of Education, University of California, Berkeley, were the four speakers who led Council delegates through the sometimes painful experience of looking at themselves as in a mirror and seeing themselves and their teacher education programs as others see them.

The four presentations contributed several especially significant ideas. They emphasized the need for more adequate laboratory and internship experience in teacher education; a closer liaison between the institution providing laboratory and internship experience and the school districts; and more inspiring teaching by those giving professional education courses. Upon analysis, it appeared that much of the criticism of the teacher education *program* was actually a criticism of poor *instruction* in teacher education institutions. A more rigorous screening process at institutional and state levels was recommended to improve the quality of teaching in elementary and secondary education.

¹ California Council on Teacher Education. Council officers include: L. L. Jones, Superintendent, Watsonville Public Schools, President; Loretta Byers, Associate Professor of Education, Santa Barbara College, University of California, Goleta, Vice President; and James C. Stone, Director of Teacher Education, University of California, Berkeley, Secretary-Treasurer.

Members of the Board of Directors are: William A. Brownell, Dean, School of Education, University of California, Berkeley; Fred T. Wilhelms, Chairman, Division of Education and Psychology, San Francisco State College; Reverend Darrell F. X. Finnegan, Chairman, Department of Education, Loyola University of Los Angeles; and Arnold E. Joyal, President, Fresno State College.

Consultants to the Board of Directors are: Charles E. Hamilton, Secretary, Commission on Teacher Education, California Teachers Association, San Francisco; Mrs. M. D. MacMillan, California Congress of Parents and Teachers, Inc., Sacramento; and J. Burton Vasche, Associate Superintendent; and Chief, Division of State Colleges and Teacher Education, State Department of Education.

Because of the importance of these four addresses, both for the future work of the Council and to educators generally, excerpts have been included in the report of this, the most significant conference of the CCTE.¹

Following excerpts from these four addresses, other significant activities reported at the conference are summarized under the following headings:

1. Report of the President's Committee for the White House Conference on Education.
2. Progress Report of the Committee on Revision of the Credential Structure in California.
3. Report of the Committee on Teacher Recruitment.
4. Recommendations of the Committee on Social Foundations in Teacher Education.
5. Work of the Committee on the Relationship of the Junior Colleges to Teacher Education.
6. Decisions of the Board of Directors.

WHAT TEACHERS SAY ABOUT PROFESSIONAL EDUCATION

Arthur F. Corey

For the last two years the California Teachers Association has held an annual conference to which are invited selected first-year teachers. These recently graduated practitioners have had much to say about teacher education. Their remarks were an unexpected by-product of discussions about other aspects of our professional problems. The responses of sincere people, they do not lend themselves to customary research methods, nor can they be tabulated.

Here is an example: "It would be helpful," says this teacher, "if professors had some recent classroom experience at the level for which they teach teachers. They teach from an ivory tower, basing their ideas on experiences, if any, of ten to twenty-five years ago. The professors might be surprised to see what would happen if they tried to apply their ideas to the 1955 child. Also, they do not seem to realize that we teach today under far from ideal conditions. Twenty-five hundred children in a school built for 1200 creates many problems and makes many otherwise good methods impossible to apply. I would say get the professor into the classroom for recent practical experience."

Another example—in another key: "In general, the quality of work demanded by education instructors is too low. Teachers are often taking courses not from a desire to know, but simply to get credits. The courses offered to these people are too easy."

¹The text of conference proceedings in full is available in mimeographed form on request to the office of James C. Stone, Secretary-Treasurer of the Council, c/o State Department of Education, 721 Capitol Ave., Sacramento 14.

One might say that such opinions prove absolutely nothing except that human beings are usually critical of anything which they feel is forced upon them. Teachers' remarks about the inefficiency of overlapping courses, failure to relate to the practical, lack of instructors' interest, etc., are generalizations so often heard that we suspect they are mouthed by some simply because they think such ideas are popular or a mark of professional sophistication. The individual ideas expressed may be less significant than the over-all fact that a large number of our active teachers do not support with any enthusiasm the preparation program through which they have obtained professional status.

The most fundamental factor in teacher education is the caliber of its personnel. Many teachers honestly believe that the actual quality of teaching in teacher education institutions is, on the average, below that in the public schools. They believe that there are very few experts engaged in teaching teachers and that education professors should be selected for their ability as teachers. Many teachers expect professors of education to practice what they preach. They point out, for instance, that they are required to take courses in audio-visual education and yet, in many institutions, this is the only course where any significant use is made of audio-visual aids. They say that they are taught the almost sacred significance of individual differences and then they are taught in many courses almost exclusively by the lecture method, and graded on the normal curve, sometimes in classes of 200 students.

Perhaps the most significant factor in superior teaching is *inspiration*. Too many teachers seem to feel that those who taught them to teach had little of this precious ingredient. This is the most serious indictment against teacher education, in my judgment. It is also probably the most difficult to correct.

The quality of a program is determined, in part, by the quality of the students admitted to it. Many teachers have little confidence in our screening programs. The opinion persists that teacher education programs are quantitative, not qualitative. When schools of education have the courage to be tough, we will see more students preparing to teach.

Many teachers feel the need for a program that encompasses the total expertness the teacher must have. Too often we produce a classroom technician with little or no understanding of his larger professional role—working with his colleagues, liaison with the community, and his responsibility as a member of the profession.

The most persistent and frequent criticism of teacher education is that it is not practical. Let's look at the quality of the laboratory experience program—observation, participation, and student teaching. Are we giving this important part of the program the best we have to offer? Is the supervising teacher the best we can secure? Is the college supervisor a particularly qualified expert? Does the student teacher have sufficient contact with these experts?

Another aspect of this insistence on the practical is that the theoretical aspects of the program be given a more direct connection with laboratory experiences. Many older teachers are critical of the in-service education laboratory experiences offered by our teacher education institutions.

In conclusion, criticisms cluster about these points. First, the quality of instruction is not high enough. Second, the quality of work demanded is not high enough. Third, the program is not broad enough to cover the many aspects of competence required of a teacher. And, fourth, the program needs more practical emphasis.

WHAT SUPERVISORS AND ADMINISTRATORS SAY ABOUT PROFESSIONAL EDUCATION

John C. Whinnery

Under the title of this paper I am charged with summarizing the more frequent comments which are directed by public school supervisors and administrators to the teacher education institutions of the state. Letters were sent out to fifteen districts, city and county superintendents, asking for answers to the following questions:

1. In working with beginning teachers over the past few years, what weaknesses have you noticed in their professional training?
2. Have you noticed any improvements in the professional training of beginning teachers? If so, please identify.
3. What kind of skills must be learned on the job as part of the in-service education program? In your opinion, should these skills be learned as a part of the teacher training program?
4. Have you noted any marked differences in the preparation of teachers in California and out-of-state institutions?
5. What specific suggestions do you have for improving the teacher training program in California?

All letters were answered after the superintendents had conferred with their respective supervisory staffs. The answers are straight and fresh from the firing line.

In answer to the first question, the following comments were made in regard to secondary teachers:

1. There is too much specialization in subject matter fields. Competency and interest do not extend to the so-called minor field.
2. The training school should develop a better understanding of the total school job. The statement, "I can't take an assignment as faculty advisor to the X Club because I have enrolled for university work," is a familiar dodge to avoid extra-curricular responsibility.
3. The training schools need a more realistic approach to the academic and social needs of the pupils now enrolled in our secondary

schools. Too many instructors in the training schools lack intimate understanding of the modern classroom and the adolescent spirit prevalent today.

4. The training school should strengthen its program in the field of techniques and methods. It appears that one of the universal criticisms is lack of familiarity with a variety of methods.
5. Training schools need to arrange more time for the student to explore the effectiveness of long-range planning. The beginning teacher too often works with day-to-day textbook assignments and carries on from week to week with no plan in mind for the quarter or the semester.
6. The greatest need is for training schools to increase productivity in training teachers for junior high schools and junior colleges.

The following comments were made as suggestions for improvement in the elementary teaching field:

1. Teachers are familiar with the theory of individual differences, are alert to the problem, but need to know how to approach the individual case situation in the classroom.
2. Beginning teachers are not sufficiently prepared in integrated grouping and administration of teaching with a multigroup situation. Performance indicates lack of experience with a group of normal class size. When confronted with 30 to 34 children many beginners face problems in classroom management never before encountered.
3. Lesson planning needs attention. In general, the elementary teacher understands the reason for lesson planning and can write a satisfactory plan in terms of a stated outline. It is difficult, however, to plan lessons suitable for the children in the classroom.
4. Too many beginning teachers need more training in music and art.
5. Teachers shy away from aspects of the instructional program which deal with science.
6. Beginners do not know how to pace themselves in conducting the many activities required in a single school day.

The following comments are related to the training program for both elementary and secondary teachers.

1. Practice teaching is too sheltered and provides only a partial view of the real classroom situation.
2. Teachers lack control techniques. The answers were unanimous on this item.
3. Beginning teachers have had some degree of experience in many specific areas of instruction, but most of them have had little help in seeing relationships between the various instructional areas.

4. There is a need for better acquaintance with instructional materials, textbooks, audio-visual materials, and in particular, resources available for procurement of additional materials.
5. There is need for greater understanding of the meaning of education. If we believe that learning is based on activity, teachers need to ask questions, to lead the child into a learning activity.
6. There is need for better understanding of teaching as a profession and the need to support professional associations. Over half the returns remarked on the need for a better professional attitude. Teaching can be merely a job, or it can be a professional endeavor in social engineering. It depends on the way you look at it.
7. There is a need to understand the administrative machinery of the school and the district. Beginners in most cases have no conception of the budget, the business department, the activities of purchasing, accounting, or the relationships which exists between different departments.
8. During the past decade the schools have made great advances in the use of test data, but administrators think the training schools have not paralleled these advances.
9. There is need for better screening at the level of teacher preparation.

The second question dealt with improvements in the professional training of beginning teachers. I am happy to report that notwithstanding the suggestions made above, almost unanimous agreement supported a considerable improvement in the training program. Areas in which improvement was specifically mentioned were:

1. Teaching of arithmetic.
2. More growth through observation activities.
3. More receptive attitude toward supervision.
4. Growth of independence in attacking classroom problems.
5. Better preparation in major subject fields in secondary schools.
6. Some growth in appreciation of cumulative records.
7. Definite growth in teacher information relating to (1) how children grow and develop, and (2) the use of sociometric devices.
8. The ability to select and use audio-visual aids.

Question three asked administrators to identify the skills which must be learned on the job as part of the in-service education program. The bulk of the answers could be classified into six groups:

1. How to teach
2. How to teach specific subjects
3. Classroom housekeeping
4. Curriculum planning and development
5. Motivation and control
6. Human relations

Question four, which dealt with the relative merits of in-state or out-of-state training, produced nothing definite in the way of conclusions.

Question five read: What specific suggestions do you have for improving the teacher training program in California?

Over half the replies mentioned the need for internship as part of the training program.

Most of the administrators and supervisors felt that the gap between the training school and the classroom teaching assignment could be bridged only through internship, or a strong program of in-service education.

As stated earlier, the material in this paper was received from administrators and supervisors. This is what they think. We all know that the effectiveness of the classroom program is practically determined by the caliber and training of the teacher. As training schools improve, local districts will improve.

CAN WE MEET THE CRITICISMS OF SUPERVISORS AND ADMINISTRATORS?

Peter L. Spencer

The fact that Superintendent Whinnery's statement is based on evaluations from those professionally competent to make such judgments makes it doubly significant. Each of the twenty-two statements in response to the first question concerning observed weaknesses in professional education is worthy of the Council's serious consideration.

Dr. Whinnery's fifth question asked for specific suggestions for improvement in the California teacher education programs. The outstanding suggestion is that the programs be modified to include an internship in teaching. Just what is meant by an "internship" is not spelled out in specific detail, but it seems reasonable to assume that it is an experience similar to internship in medical education. It might make significant contributions to the correction of weaknesses two, three, four, and five in relation to the secondary teacher education programs, and to weaknesses one, two, three, six, and seven, at least as regards the primary programs. Conceivably, internship experience could assist significantly with eight of the nine general weaknesses mentioned in Dr. Whinnery's report.

It would seem that this Council should make a study of the internship idea and try to develop a way to include such a provision within teacher education programs.

The first comment regarding secondary teachers, the fourth, fifth, and sixth comments regarding primary teachers, and comments three and four pertaining to both credential groups appear to be critical of the compartmentalization which is so prevalent in collegiate instruction programs.

Many of us have been irritated by the current measures of college education. The semester-hour is more a measure of opportunity than it is a measure of learning. We should be concerned with what students are learning more than we are concerned by how long they are being exposed to learning situations.

Comment two, with reference to both elementary and secondary teachers needs careful consideration. Classroom control and management is an important part of school procedure. The fact that our friends were unanimous in pointing out lack of control techniques as a commonly observed weakness demands our attention.

Comment six regarding the need for more junior high school and junior college teachers, is worthy of Council study. The junior high school and the junior college were both launched on convincing platforms of unique and needed services. The theoretical bases for these offerings are relatively unchallenged. But few institutions have seriously attempted to implement them with adequately prepared teachers. It is time that we give attention to this need and develop teacher education programs that will alleviate it.

Teacher selection, comment nine, is a pertinent issue and a difficult one. The urgency to secure teachers can jeopardize selective procedures unless unusual care is taken. Additional sources for teachers must be found, if the quality of teacher personnel is to be raised or perhaps if it is to be maintained. Consequently, the problem of selection needs to be considered with the problem of supply.

It may be that the supply of teacher personnel is being unduly and improperly restricted by some aspects of the credentialing procedures or by code restrictions. I realize how alarming such suggestions may be, but it is imperative that they be examined. The question of the worthy use of teacher talent may be included within this study. The Council might very well address itself to these problems. If high quality material can be found which is not now available, the urgency of demand can be alleviated. At least four projects are now operating successfully within the state in the process of recruiting college graduates to teaching. Such potential resources require the Council's attention.

The comment that practice teaching as presently conducted is not productive in meeting the needs of teacher training, and the related suggestion that some sort of internship is unanimously recommended, present considerations of some urgency for our serious attention.

CAN WE MEET THE CRITICISMS TEACHERS MAKE ABOUT TEACHER EDUCATION?

William A. Brownell

The question put to me is "Can we meet the criticisms teachers make about teacher education?" My personal answer to that is a positive and

emphatic "Yes." But the answer does not lie in a denial of the validity of the criticisms of teacher education, nor does it lie in indifference to them. The answer lies in *action* on the part of institutional divisions charged with the responsibility for teacher education.

If there ever was a time when an institution was justified in being complacent about its teacher education program, that time is not now! We are under fire from all points. We have heard from Dr. Whinnery some of the strictures raised by administrators; from Dr. Corey, some of the criticisms which come from teachers. But criticisms are coming from other sources as well. They are coming from our academic colleagues. Criticisms are coming from our own students if we will but listen to them; other criticisms are coming from the general public.

What are we to do about these criticisms? Are we to ignore them? In my opinion, we will not be permitted to do so very long. Are we to try to explain them away? A common criticism heard about education courses is that they are poorly taught. What do we gain by saying that poor teaching is not confined to the department of education; that it is found also in departments of history and of chemistry? Why should there be any poor teaching in education at all? We hear that some of our courses in education are shallow, superficial, and overlapping. What does it gain us to say that the same conditions will be found in other departments? Why should there be any such courses in teacher education?

So I invite you to the rather unpleasant but frequently necessary and wholesome experience of soul-searching. In order to guide us in this soul-searching, I shall raise five questions.

The first question: *Are you actively seeking criticism or just commendation, i.e., are you going out of your way to find out from your former students and your present students what they think about the classes which they have completed or the classes they are undergoing?* As all of you know, when accreditation teams visit institutions, they usually inquire whether there is any kind of follow-up. There are many reasons for follow-up, and certainly one should be that the follow-up provides an opportunity for us to learn from those who know, just how well we have done. Are you, in your unit of teacher education, making full use of this source of information?

Our present students are another source of criticism. Here again I think there are questions as to best procedure. I'm not so much concerned about the method which is adopted as I am with the practice of seeking criticism from those who can give it to us. How does your unit in teacher education measure up on this first question? "Are you actively seeking criticism or just commendation?"

My second question: *Is teacher education in your institution the jealously guarded private province of the department, college, or school of education, or is it the responsibility of the institution as a whole?*

If your answer is that in your institution it is the special province of your faculty in education, you are in trouble. Or you will be shortly. Somewhere between 75 and 95 per cent of pre-professional work or of work leading to the baccalaureate degree is usually given by instructors in the fields of the liberal arts. Pre-professional study is part of teacher education and the departments offering these courses have legitimate concern with what happens to their students. It seems to me to be obvious that what is needed is a real partnership between those in education and our colleagues in other disciplines—a real type of co-operation involving mutual understanding, sympathy, and respect. And it is not to be had for the asking. Nor is it to be had by attempting to ignore the rightful interests of our colleagues in other departments.

My third question: *How recently have you undertaken a thorough-going study of your program in teacher education as a whole?* Note, I said a thorough-going study and I said the program as a whole; not, how recently have you had committee meetings and faculty meetings on whether or not you should offer this or that particular course?

In the development of education as a profession we have worked out principles for organizing and developing curriculum. These principles we teach patiently and, I hope, meaningfully to graduate students. Then we disregard them ourselves when we set up our teacher education program. I think it is true that in most institutions teacher education programs are developed by a process of accretion. The common statement is, "they (meaning the students) ought to have a course in . . ." Yet we seldom take anything out. If that is curriculum development in the best sense of the word, there is something wrong with what we teach our graduate students.

Curriculum development consists in establishing harmony between two sets of factors. On the one hand, are types of competencies, knowledge, skills, attitudes which we want to see in our end products; on the other hand, the abilities, needs, experiences and interests of our students. Do we truly endeavor to bring about this harmony?

We know that it is very important to bring our students early into contact with pupils or children, with teachers, with classrooms, and with the community. Is that the way in which our courses are organized in psychological and sociological foundations? Or do we start at once as we have traditionally done with theoretical courses which can mean little to the student, and then hope that somehow or other he will remember what he has learned and apply it?

My fourth question: *Are you actively and evidently demonstrating the principles of good teaching you recommend to your students?* Where else but in education should students expect to see the best of teaching? Have they not the right to believe that when they take one of our courses, the teaching will be not only good, but supremely good? Is it? Too many times, I think not.

A principle involved in good teaching is regard for individual differences. Some of our students who have talked with me about this have been especially frank. They say: "we have . . . no opportunity for creativeness—we're talked to as if we were children. We are not given assignments which challenge us." What do we *tell* these students? We exhort them, "Now when you go out to teach, remember individual differences and adjust your teaching accordingly."

One test of a good teacher is this: Can he, at least two or three times in a semester, bring his students to the edges of their chairs? I do not refer to wild emotional orgies. What I mean is, do students get on the edges of their chairs because they have had a new revealing *insight*, because they have been inspired by a new idea? The teacher who cannot provide such experiences is, in my opinion, a liability to any teacher education unit.

My fifth question: *How long has it been since you've tried anything drastically, even dramatically new and different in your unit of teacher education?* How long has it been? Are you, in your teacher education, following the same old program with the exception of two or three courses that have been added to a pattern which was there 10 years ago? This is the time for experimentation in teacher education. We must be willing to break with tradition—to try out new things. What we require is creativeness, inventiveness, originality, and courage. By what right do we assume that the programs we have are good, to say nothing of the best?

One important change which ought to be experimented with has been mentioned by both the preceding speakers. How are we going to get our students more deeply involved in classroom experiences? Perhaps through an internship program.

The problems implicit in these five questions are persistent. They will always be with us. They will not be corrected regardless of a new credential structure, or changes in accreditation. We shall still have to wrestle with them.

In closing, let me refer to the two girls who came to my office last week. At the end of the hour the one who had been a little more silent than the other suddenly spoke up, a light came into her eye, and an alert expression came into her face as she said: "But Dean Brownell, why should there be these weaknesses in teacher education? Teaching is the most wonderful profession, and it is the most *important* profession in the world! Why shouldn't the program preparing persons for participation in that program be *good*?" *WHY INDEED!*

1. *Report of the President's Committee for the White House Conference on Education.*

Mrs. Rollin Brown, a member of the White House Conference Committee on Education, and Chairman of its subcommittee on the topic *How Can We Get Enough Good Teachers—and Keep Them?*, re-

viewed the recommendations of her subcommittee as presented by the White House Conference Committee to President Eisenhower. Among the significant findings cited by Mrs. Brown were:

1. The necessity of doubling the amount of support given to public education in order for schools to maintain salaries at a competitive level which will hold good teachers and be an incentive to attract new recruits.
 2. With the national income at an all time high there are in this country adequate financial resources to provide the kind of working conditions needed to attract and hold good teachers whenever the public is ready to make the necessary expenditures.
 3. Teacher preparation programs have the reputation of requiring needless and repetitive courses and this repetition has the effect of deterring qualified young people from becoming teachers.
2. *Progress Report of the Committee on Revision of the Credential Structure in California.*

In discussing the work of the Committee on the Revision of the Credential Structure in California, the Chairman, Lucien B. Kinney,¹ emphasized the following points:

1. There is a general feeling of apathy on the part of educators with respect to professional standards. At the same time there is a high degree of interest in this matter on the part of the public.
2. Educators outnumber by eight times the rank of other professions and are prepared in fifteen times the number of institutions.
3. Entrance into other professions has been controlled by established practicing members of those professions; in education, controls have been maintained largely by the state because of the social responsibility involved.
4. There is no developed system of processes between accreditation and certification and there is confusion about how discrepancies between accreditation and certification can be remedied.

Basic principles. As a guide to the development of an adequate system of licensure of teachers, the Committee believes the following principles are important:

1. Responsibility for performance of a function should be assigned to the agency that can reasonably be expected to perform it.

¹ Professor of Education, Stanford University, Stanford, California. Other members of the committee include: Irwin Addicott, Dean of Administration, Fresno State College; the Rt. Rev. Msgr. James N. Brown, Superintendent of Schools, Archdiocese of San Francisco; Clarence Fielstra, Assistant Dean, School of Education, University of California, Los Angeles; Charles Hamilton, Secretary of the Commission on Teacher Education, California Teachers Association, San Francisco; Leslie W. Hedge, Principal, Bakersfield High School; George E. Hogan, Deputy Superintendent, State Department of Education, Sacramento; Ellis A. Jarvis, Assistant Superintendent, Los Angeles Public Schools; L. L. Jones, Superintendent, Watsonville Public Schools; Carl Lundberg, Principal, Ashland Elementary School, San Lorenzo; Mrs. M. D. MacMillan, California Congress of Parents and Teachers, Sacramento; D. Russell Parks, Superintendent, Fullerton Elementary Schools; James C. Stone, Director of Teacher Education, University of California, Berkeley; and Mrs. Lois Williams, Montebello Public Schools.

2. There should be a systematic check on the performance of all important responsibilities.
3. Development of standards of acceptable performance is the responsibility of the institutions assuming the function.
4. In the process of defining standards and appraising performance in terms of these standards, co-operation should be secured from all groups, professional and public, that are directly affected.

How should staffing practices in secondary schools be controlled?

Common practice in California has been to control the staffing and assignment practices in the secondary schools through the use of special secondary credentials with limited authorization for service in specified subject matter fields. For the past eight years, the California Association of Secondary School Administrators has been studying the problem of developing a system of accreditation for the secondary schools of the state. Included in the accreditation process proposed by the Association is an instrument for self-evaluation of the secondary school (except the junior college). A part of these evaluative criteria includes material on the preparation and assignment of each teacher, which is reviewed by a five-man evaluative team. This is a more effective and more flexible means by which to check on the assignment practices of secondary school administrators than to attempt to control it through credentials.

How can the quality of professional preparation and personal fitness of out-of-state credential applicants be verified?

The problem here can be stated briefly. Although over half of the teachers certificated in California each year are prepared out of the state, over three-fourths of all the institutions preparing teachers outside the state have never been accredited for teacher education. Thus, in only one-fourth of the institutions supplying teachers for California schools has there been a systematic selection and screening process. The long-range solution to this problem is the development of a national accreditation program through the National Council for Accreditation of Teacher Education. It is a professional responsibility of all education personnel to work toward the achievement of this goal.

What responsibility should institutions assume in defining standards of quality and programs of preparation?

Difficulties encountered by institutions in developing quality programs include the following:

1. The credential system at the present time prescribes the same program for different individuals.
2. The credential system hinders the development of new and more challenging preparation programs.

3. The system makes it impossible for institutions to uphold standards of quality in screening and recommending personnel, since personnel screened out may apply directly for credentials.

3. *Report of the Committee on Teacher Recruitment—Ernestine Kinney,¹ Chairman.*

The major problems of recruitment identified in the 1956 Recruitment Clinics were:²

1. To provide students with opportunities to gain understanding of the role of education in society with particular attention to the role of the teacher.
2. To provide qualified students with ways to become associated with others interested in teaching and to evaluate themselves as possible candidates for the teaching profession.
3. To provide greater public understanding of educational problems with particular reference to teacher supply and demand.
4. To increase the number of qualified high school graduates entering and completing college and university programs and particularly teacher education programs.
5. To increase the number of qualified teachers actually entering and remaining in the profession.
6. To utilize more effectively the competent teacher, the available pool of qualified teachers who now are not teaching, and other sources of supply of potential teachers.
7. To increase the attractiveness of the profession by giving attention to the competence and attitudes of its members.
8. To increase the attractiveness of the profession by improving teacher education and certification.

¹ Professor of Education, Occidental College, Los Angeles, California. Other members of the Committee include: Mrs. Kathleen Stevens, Chairman, Southern Subcommittee, Supervisor Elementary Recruitment and Examinations, Los Angeles Public Schools; Roy Anderson, Long Beach State College; Paul B. Baum, LaVerne College; Aubrey Berry, University of California, Los Angeles; A. C. Butterfield, San Bernardino Valley College; Leonard Calvert, University of Southern California, Los Angeles; Rosalind Cassidy, University of California, Los Angeles; Rev. Darrell F. X. Finnegan, Loyola University of Los Angeles; Sarah Garrett, California Teachers Association, Southern Section, Los Angeles; Ray W. Johnson, Superintendent, Riverside County Schools; Helen Juneman, Office of Los Angeles County Superintendent of Schools; John Kegler, Los Angeles Public Schools; Mrs. R. J. Matheson, California Congress of Parents and Teachers; Barbara L. Morris, California Association for Student Teaching, Los Angeles; Mrs. Marvin Owen, North Hollywood; Richard Nida, Principal, Huntington Park High School; Jane Thompson, Long Beach State College; Ronald Linn, Chairman, Northern California Subcommittee, Director of Personnel, Oakland Unified School District; Henry Aigner, Dominican College, San Rafael; Mrs. Virginia Barton, Salinas; Mrs. C. D. Benninghoven, San Mateo; Edwin J. Brown, University of Santa Clara; Marion Brown, Oakland Unified School District; Sister Mary Clare, College of Holy Names, Oakland; Mrs. Cora Coonan, San Francisco Board of Education; Mrs. William H. Cox, Alameda; Lee Y. Dean, Principal, Benjamin Franklin Junior High School, Vallejo; Mrs. Eleanor Fontes, Freedom; Bruce Handley, Walnut Creek; Eloise Honett, Pacifica High School, Pittsburg; Blair E. Hurd, Co-ordinator of Teacher Recruitment, State Department of Education, Sacramento; Ferd Keisel, Assistant Superintendent, Mt. Diablo Unified School District, Concord; Mrs. Joseph Knowland, Piedmont; Mrs. R. J. Matheson, Hayward; Frank Parr, Director of Placement, California Teachers Association, San Francisco; Mrs. W. B. Peterson, San Leandro; Larry Reinecke, Co-ordinator of Secondary Education, Office of Alameda County Superintendent of Schools, San Leandro.

² The complete report of the 1956 Recruitment Clinics appears in a brochure entitled "We CAN Get Enough Good Teachers—And Keep Them" published by the California Congress of Parents and Teachers, May 1, 1956.

9. To provide salaries adequate to meet the competitive market for personnel and to maintain a standard of living necessary to meet the cultural demands of a profession as important as teaching.
10. To improve the teaching environment and human relations among professional personnel in order to increase the holding power and attractiveness of teaching.

The program of action outlined at the Recruitment Clinics in answer to these problems included:

1. Better communication between all groups interested in teacher recruitment on a local, regional, and statewide basis.
 2. Organization of a "ladder" of education clubs, extending no lower than the junior high schools and going up through the collegiate level. These clubs would serve two purposes; (a) provide students with a means of identifying themselves with others interested in teaching, and (b) provide recruitment committees with a vehicle through which to work.
 3. Co-ordination of efforts of all agencies involved, with publishing recruitment materials and pooling resources in the state colleges and private institutions in terms of money and talent toward publications which will cover the broad scope of the problem.
 4. Development of recruitment committees in local areas, including lay people, with professional people taking the leadership.
 5. Recruitment committees taking the responsibility of developing a friendly atmosphere with local organs of communication, as well as developing a source of people to participate and carry through with radio and television projects.
 6. Encouraging the local recruitment committees to solicit scholarship funds in their communities, as well as continuing existent scholarships.
 7. Development of a structure for selecting and screening those interested in entering teaching.
 8. Helping people remain in the profession by giving more assistance to beginning teachers, better supervision, in-service education, etc.
 9. Adjustment of the professional requirements for more mature people interested in entering the profession.
 10. Making teacher education more realistic and practical.
 11. Subsidizing the final period of training, perhaps the fifth year.
 12. Establishing a community register of ex-teachers.
4. *Recommendations of the Committee on Social Foundations in Teacher Education*—Roderick G. Langston, Chairman

Two goals for this meeting were established. First, to add to, revise, and reorganize instruments to be used for analysis of social foundations problems in the co-operating schools, and to encourage regional

meetings for the discussion of the social foundations. Secondly, the group agreed to establish a procedure for involving the institutions in a careful examination of the social foundations program in teacher education. In order to solve the second problem, it was decided that the Committee would have to determine the roles that would be taken by the State Department of Education, the California Council on Teacher Education, and our own Committee.¹

Recommendations:

It was agreed that the following procedure would be followed in involving institutions in the solution of the problems that the Committee had raised:

1. The chairman of the Committee would determine which person in each of the teacher education institutions within the state would be best qualified, most interested, and capable of organizing teachers of the social foundations to examine their own internal problem.
2. The person so identified would be invited by letter from the chairman of the Committee to give leadership to this program within his own institution.
3. This person, once he had agreed to assume leadership would be furnished materials by the Committee on Social Foundations in Teacher Education which would enable him to proceed effectively with his group.

The committees within institutions would have not only the problem of working on their own internal problems in social foundations teaching, but also that of determining the extent to which they could reasonably participate in regional groups for the analysis of the problem of social foundations instruction.

5. Work of the Committee on the Relation of the Junior College to Teacher Education—J. Marc Jantzen,² Chairman.

This Committee has been asked to seek an answer to the question "What is the relationship between the junior college and teacher education?" More specifically, the committee has been trying to determine

¹ Roderick G. Langston, Chairman, Professor of Education, Los Angeles State College, Los Angeles, California. Other members of the Committee include: Vivian Cox, California School Supervisors Association, Consultant in Elementary Education, Office of Los Angeles County Superintendent of Schools; Clyde Curran, Associate Professor of Education, Claremont College; Henry Gunn, Superintendent, Palo Alto Public Schools; Pauline Hodgson, Associate Director of Physical Education for Women, University of California, Berkeley; Mrs. Jane Hood, Assistant to the Superintendent, State Department of Education, Los Angeles; Mrs. Dorothy S. Hudgins, Coro Foundation, San Francisco; Rev. John M. Hynes, Loyola University of Los Angeles; Dr. Roy E. Learned, Director of Elementary Education, College of the Pacific, Stockton.

² Dean, School of Education, College of the Pacific, Stockton, California. Other members of the Committee include: Wendell Cannon, Professor of Education, University of Southern California, Los Angeles; James B. Enoch, Specialist in State College Curricula, State Department of Education, Sacramento; Theodore Gordon, East Los Angeles City College; John Hockett, Professor of Education, University of California, Los Angeles; Homer Hurst, Associate Professor of Education, Whittier College; Frank B. Lindsay, Chief, Bureau of Secondary Education, State Department of Education, Sacramento; Thomas Marson, Bakersfield College, Bakersfield; John Mocine, Los Angeles City College, Los Angeles; John Morton, Los Angeles State College; Robert Rhodes, Dean of Instruction, Long Beach State College; Donald Watson, Dean of Instruction, San Diego State College; Joe H. West, Dean of Students, San Jose State College.

"What should be the lower division program for elementary teachers who start their collegiate work in the junior colleges?"

To obtain an answer to this question, regional meetings were organized under the joint sponsorship of the California Council on Teacher Education and the California Junior College Association. Meetings were held at Fresno State College on March 25, 1956, at the University of California, Berkeley, on March 10, and at Long Beach State College on March 17. At these regional meetings, representatives from junior colleges and from four-year institutions met to consider desirable content in each of the subject areas commonly required in the lower division. In preparation for these conferences summaries of the programs of 17 senior institutions were compiled and from these a composite lower division program was synthesized. This composite program served as a focal point for the conference discussions. Points of agreement and disagreement with this composite program are being summarized and will be mailed to participants in the near future. The outcomes of these meetings were reported to the California Junior College Association in San Diego on March 25, 1956.

The outcomes of the regional meetings described above were so encouraging that the Committee turned its full attention to planning ways of encouraging a general acceptance of the conclusions reached at these conferences. Two problems need further discussion:

(1) The nature of the course, "Introduction to Teaching," and (2) acceptance of the principle of equivalents in the general education pattern of the lower division.

Recommendations:

1. Each junior college should be encouraged to develop a lower division pre-professional program in teacher education.
2. A composite program presented at the regional meeting should be accepted as a point of departure for further discussion.
3. The committee of the California Council on Teacher Education, in cooperation with the California Junior College Association, should sponsor two regional meetings to be held next fall. Representatives to these meetings would be: (1) Junior college deans of instruction, pre-teacher advisers, and instructors of courses in "Introduction to Education," and (2) senior college and university admissions officers, deans or chairmen of education departments, deans of liberal arts, and deans of instruction. The objectives of the conferences would be to determine: (1) What is an acceptable lower division pre-professional program? (2) What should be the nature and content of the course "Introduction to Education?" (3) To what degree can agreement be reached regarding equivalency of lower division courses and transfer from junior colleges to teacher education institutions?

4. Discussion on the nature and content of courses that come under the general heading of "Introduction to Education" should include: (1) A review of the title. (2) Recognition of the value of the course in four-year college catalogs. (3) Revision of units prescribed for it. (4) Study of requirements for the course by candidates for both elementary and secondary teaching.
 5. Junior colleges should determine the number of students preparing for teaching and consider the advisability of providing a focal point for pre-teacher counseling, activities and resource material.
6. *Board of Directors' Decisions.*

The Board of Directors approved the establishment of a committee to study in-service education for certificated personnel and referred for further consideration studies on the role of the laboratory school, and the place of the teaching internship in the professional sequence.

President L. L. Jones announced that the following dates and places for future meetings of the Council had been approved by the Board of Directors and Superintendent of Public Instruction, State Department of Education, Roy E. Simpson:

Fall, 1956, Ahwahnee Hotel, Yosemite National Park, November 1, 2, 3.

Spring, 1957, Mar Monte Hotel, Santa Barbara, April 4, 5, 6.

Fall, 1957, Ahwahnee Hotel, Yosemite National Park, October 30, November 1, 2.

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, MARCH 31, 1956

Prepared in the BUREAU OF EDUCATION RESEARCH by
Henry W. Magnuson, Chief, and Peter J. Tashnovian, Consultant

This semiannual compilation of data on active enrollment in the public schools of California as of March 31, 1956 has been prepared from reports of officials of the school districts.

In Table 1 totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for March 31, 1955; and in Tables 3 to 5 the figures on enrollment are presented according to grade level, by sex, and by county.

Enrollment in regular grades only, from kindergarten through grade 14, as shown in Tables 2 and 4, increased 172,335, or 7.4 per cent, over the enrollment reported a year earlier. Comparable figures for March 31, 1955, showed an increase of 163,659, or 7.5 per cent, over those reported on March 31, 1954.

Total enrollment in regular grades and special classes was 2,940,846, an increase of 183,642, or 6.7 per cent over the total for March 31, 1955. This increase may be compared to that of 180,543, or 7.0 per cent on March 31, 1955, over the figures reported on March 31, 1954.

As was seen in the October report, the enrollment trend for March in the various grades as indicated in Table 2 is as expected. Junior college enrollment continued high and the high school enrollment is beginning to show the impact of the large elementary enrollment.

The rate of increase in graded enrollment in kindergarten and elementary grades between March 31, 1955, and March 31, 1956, was 7.3 per cent; the same as reported for March 31 the previous year. Enrollment in grades 9 through 12 increased 7.5 per cent between March 31, 1955, and March 31, 1956, as compared with 6.9 per cent during the previous year. In junior college the enrollment reported on March 31, 1956 remained at a high level increasing 7,537, or 9.8 per cent over that reported a year earlier.

Junior college enrollments are reported as full-time or part-time. Students enrolled in programs yielding 12 or more credit hours are considered full-time students.

As junior high school enrollments in grades 7, 8, and 9 are being reported separately, total enrollment in junior high school may be readily computed by adding the figures for these grades.

TABLE 1

**SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
MARCH 31, 1956**

Grade or class	Male	Female	Total
GRADED ENROLLMENT			
Kindergarten.....	117,969	112,681	230,650
Grade 1.....	134,598	125,671	260,269
Grade 2.....	126,142	118,061	244,803
Grade 3.....	118,180	111,887	230,037
Grade 4.....	110,275	107,382	217,657
Grade 5.....	93,979	89,353	183,332
Grade 6.....	94,103	90,536	184,639
Grade 7 in elementary schools.....	44,334	41,892	86,226
Grade 7 in junior high schools.....	50,443	48,623	99,065
Grade 8 in elementary schools.....	41,871	40,275	82,146
Grade 8 in junior high schools.....	48,587	47,573	96,160
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>980,481</i>	<i>934,503</i>	<i>1,914,984</i>
Grade 9 in junior high schools.....	40,514	39,269	79,783
Grade 9 in four-year high schools.....	39,135	36,888	76,023
Grade 10.....	70,894	67,645	138,539
Grade 11.....	59,309	57,579	116,788
Grade 12.....	47,662	45,821	93,483
<i>Total enrollment, grades nine through twelve.....</i>	<i>367,414</i>	<i>347,908</i>	<i>715,322</i>
Grade 13.....			
Full-time.....	26,188	12,253	38,441
Part-time.....	10,085	5,767	15,852
Grade 14.....			
Full-time.....	18,584	6,141	24,725
Part-time.....	3,784	1,964	5,738
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>58,641</i>	<i>26,115</i>	<i>84,756</i>
<i>Total enrollment, kindergarten and grades one through fourteen.....</i>	<i>1,396,536</i>	<i>1,307,880</i>	<i>2,704,416</i>
ENROLLMENT IN SPECIAL CLASSES AND IN CLASSES FOR ADULTS			
Ungraded pupils in elementary schools.....	667	253	920
Postgraduate pupils in elementary schools.....	5	4	9
Pupils in special day and evening classes in elementary schools.....	29	12	41
Special classes for physically handicapped minors:			
Elementary schools.....	3,708	2,951	6,659
Grades 7 and 8 in junior high schools.....	214	235	449
High school level.....	536	744	1,280
Junior college level.....			
Special classes for mentally retarded minors:			
Elementary schools.....	10,109	6,596	16,705
Grades 7 and 8 in junior high schools.....	1,403	958	2,361
High school level.....	1,690	1,133	2,823
Pupils in compulsory continuation classes.....	4,111	1,987	6,098
Special pupils:			
High school level.....	1,702	682	2,384
Junior college level.....			
Full-time.....	1,195	519	1,714
Part time.....	4,136	2,739	6,865
Classes for adults:			
High school level.....	98,129	174,567	272,696
Junior college level.....	64,220	51,266	115,486
<i>Summary of enrollment in special classes and in classes for adults:</i>			
Elementary school level.....	16,135	11,009	27,144
High school level.....	106,168	179,113	285,281
Junior college level.....	69,641	54,584	124,065
<i>Total enrollment in special classes and in classes for adults.....</i>	<i>191,844</i>	<i>244,646</i>	<i>436,490</i>
GRAND TOTAL GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES.....	1,488,380	1,452,466	2,940,846

TABLE 2
COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR
MARCH 31, 1955 AND MARCH 31, 1956

Grade or class	March 31, 1955	March 31, 1956	Increase or decrease between March, 1955 and March, 1956	
			Number	Per cent
Kindergarten.....	222,402	230,650	8,248	3.7
Grade 1.....	280,709	280,289	9,580	3.8
Grade 2.....	226,437	244,803	18,366	8.1
Grade 3.....	216,208	230,037	13,729	6.4
Grade 4.....	180,699	217,657	36,958	20.5
Grade 5.....	181,247	183,332	2,085	1.2
Grade 6.....	179,041	184,639	5,598	3.1
Grade 7.....	175,620	185,291	9,671	5.5
Grade 8.....	182,900	178,306	25,406	16.0
Total enrollment, kindergarten through grade eight.....	1,785,355	1,914,984	129,631	7.3
Grade 9.....	143,182	155,806	12,624	8.8
Grade 10.....	131,704	138,539	6,835	5.2
Grade 11.....	108,420	116,788	8,368	7.7
Grade 12.....	86,143	93,483	7,340	8.5
Total enrollment, grades nine through twelve.....	469,449	504,618	35,167	7.5
Grade 13.....	(52,616)	(54,293)	(1,677)	3.2
Full-time.....	38,987	38,441	-546	-1.4
Part-time.....	13,629	15,852	2,223	16.3
Grade 14.....	(24,603)	(30,463)	(5,860)	23.8
Full-time.....	19,777	24,725	4,948	25.0
Part-time.....	4,826	5,738	912	18.9
Total enrollment, grades thirteen and fourteen.....	77,919	84,766	7,837	9.8
Total enrollment, kindergarten through fourteen.....	2,338,081	2,504,368	178,336	7.4
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools.....	777	920	143	18.4
Postgraduate pupils in elementary schools.....	1	9	8	
Pupils in special day and evening classes in elementary schools.....	52	41	-11	-21.2
Total, special enrollment classifications in elementary schools.....	830	970	140	16.9
Special classes for physically handicapped minors:				
Elementary schools.....	6,740	6,659	-81	-1.2
Grades 7 and 8 in junior high schools.....	387	449	62	16.0
High school level.....	1,490	1,290	-140	-9.9
Junior college level.....	1		-1	
Total, special classes for physically handicapped minors.....	8,618	8,398	-180	-18.7
Special classes for mentally retarded minors:				
Elementary schools.....	15,359	16,705	1,346	8.8
Grades 7 and 8 in junior high schools.....	1,849	2,361	512	27.7
High school level.....	2,387	2,823	436	18.3
Total, special classes for mentally retarded minors.....	19,595	21,889	2,294	11.7
Pupils in compulsory continuation classes.....	5,808	6,098	296	5.1
Special pupils:				
High school level.....	2,149	2,384	235	11.0
Junior college level.....	(7,585)	(8,579)	(994)	-13.1
Full-time.....	1,047	1,714	667	63.7
Part-time.....	6,538	6,865	327	5.0
Total, special pupils in regular classes.....	10,734	10,969	235	2.1
Classes for adults:				
High school level.....	274,617	272,696	-1,921	-0.7
Junior college level.....	105,056	115,486	10,430	9.9
Total, classes for adults.....	379,673	388,182	8,509	2.2
TOTAL, all grades and classes.....	2,757,204	2,940,846	183,642	6.7

TABLE 3
GRADED ENROLLMENT, BY COUNTIES

County	Kindergarten			First grade			Second grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	7,521	7,162	14,683	8,842	8,203	17,045	7,870	7,294	15,164
Alpine.....				3	8	9	3	2	5
Amador.....	77	54	131	88	86	174	77	77	154
Butte.....	550	513	1,063	743	663	1,406	733	686	1,419
Calaveras.....	58	38	96	96	105	201	102	85	187
Colusa.....	97	92	189	131	108	239	133	97	230
Contra Costa.....	4,280	4,110	8,390	4,690	4,284	8,974	4,483	4,263	8,746
Del Norte.....	77	83	160	170	176	346	202	180	382
El Dorado.....	106	94	200	202	193	395	189	157	346
Fresno.....	3,147	3,000	6,147	4,255	3,954	8,209	3,881	3,677	7,558
Glenn.....	125	100	225	216	171	387	214	174	388
Humboldt.....	797	781	1,578	1,216	1,099	2,315	1,143	1,052	2,195
Imperial.....	689	631	1,320	998	977	1,975	873	863	1,736
Inyo.....	99	105	204	149	146	295	144	138	282
Kern.....	2,743	2,526	5,269	3,435	2,976	6,411	3,090	2,949	6,039
Kings.....	421	357	778	644	623	1,267	552	478	1,030
Lake.....	72	145	217	85	183	268	127	230	357
Lassen.....	138	125	263	195	180	375	174	187	361
Los Angeles.....	45,288	43,792	89,080	48,009	45,840	93,839	45,697	43,597	89,294
Madera.....	292	330	622	505	453	958	472	429	901
Marin.....	1,097	1,098	2,195	1,172	1,064	2,236	1,160	1,094	2,254
Mariposa.....	9	14	23	29	34	63	36	30	66
Mendocino.....	329	303	632	696	544	1,240	612	586	1,198
Merced.....	701	731	1,432	1,079	977	2,056	898	833	1,731
Modoc.....	71	64	135	120	121	241	100	118	218
Mono.....				18	24	42	11	14	25
Monterey.....	1,514	1,439	2,953	1,806	1,586	3,392	1,647	1,506	3,153
Napa.....	408	392	800	496	475	971	472	445	917
Nevada.....	78	96	174	184	141	325	175	126	301
Orange.....	4,557	4,297	8,854	4,785	4,550	9,275	4,696	4,354	9,050
Placer.....	387	332	719	480	482	962	471	467	938
Plumas.....	84	91	175	146	133	279	118	124	242
Riverside.....	2,061	1,925	3,986	2,451	2,390	4,841	2,369	2,202	4,571
Sacramento.....	3,504	3,493	6,997	4,346	4,051	8,397	4,278	3,945	8,223
San Benito.....	111	84	195	145	125	270	129	113	242
San Bernardino.....	4,007	3,734	7,741	4,687	4,206	8,893	4,118	3,949	8,067
San Diego.....	7,419	7,094	14,513	7,966	7,256	15,222	7,288	6,863	14,151
San Francisco.....	4,120	3,914	8,034	4,451	4,191	8,642	4,078	3,763	7,841
San Joaquin.....	1,957	1,825	3,782	2,568	2,403	4,971	2,430	2,273	4,703
San Luis Obispo.....	453	488	941	625	576	1,201	605	532	1,137
San Mateo.....	4,145	3,797	7,942	4,177	3,691	7,868	3,784	3,586	7,370
Santa Barbara.....	968	928	1,896	1,114	1,029	2,143	954	932	1,886
Santa Clara.....	4,822	4,507	9,329	5,198	4,823	10,021	4,802	4,493	9,295
Santa Cruz.....	558	559	1,117	605	582	1,187	611	579	1,190
Shasta.....	439	393	832	574	536	1,110	581	489	1,070
Sierra.....	15	8	23	26	23	49	34	17	51
Siskiyou.....	255	230	485	354	350	704	357	339	696
Solano.....	1,159	1,105	2,264	1,360	1,197	2,557	1,310	1,198	2,508
Sonoma.....	868	865	1,733	1,308	1,178	2,486	1,225	1,088	2,313
Stanislaus.....	1,260	1,166	2,426	1,731	1,605	3,336	1,642	1,471	3,113
Sutter.....	226	215	441	324	306	630	300	292	592
Tehama.....	178	140	318	234	192	426	216	185	401
Trinity.....	29	31	60	77	68	145	57	85	142
Tulare.....	1,267	1,216	2,483	1,934	1,745	3,679	1,810	1,655	3,465
Tuolumne.....	96	87	183	153	168	321	160	171	331
Ventura.....	1,407	1,375	2,782	1,564	1,535	3,199	1,518	1,448	2,966
Yolo.....	519	464	983	596	561	1,157	591	537	1,128
Yuba.....	249	215	464	334	325	659	310	321	631
Total.....	117,990	112,681	230,650	134,598	125,671	260,269	126,142	118,661	244,803

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Third grade			Fourth grade			Fifth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	6,903	6,534	13,437	6,742	6,518	13,260	5,382	5,232	10,614
Alpine.....	6	1	7	1	3	4	2	8	10
Amador.....	83	76	159	91	69	160	71	69	140
Butte.....	678	652	1,330	667	621	1,288	599	598	1,197
Calaveras.....	90	94	184	86	97	183	102	71	173
Colusa.....	108	106	214	122	98	220	110	74	184
Contra Costa.....	4,100	3,858	7,958	4,116	4,099	8,215	3,364	3,077	6,441
Del Norte.....	170	187	357	136	136	272	139	142	281
El Dorado.....	171	168	339	162	147	299	141	137	278
Fresno.....	3,565	3,298	6,863	3,361	3,200	6,561	3,044	2,737	5,781
Glenn.....	191	163	354	158	178	336	177	134	311
Humboldt.....	1,022	998	2,090	879	825	1,704	818	802	1,620
Imperial.....	733	746	1,479	747	695	1,442	705	634	1,339
Inyo.....	131	129	260	126	123	249	110	97	207
Kern.....	2,935	2,669	5,604	2,744	2,734	5,478	2,480	2,306	4,786
Kings.....	519	487	1,006	490	436	905	428	472	900
Lake.....	130	103	233	97	95	192	95	78	173
Lassen.....	175	160	335	168	147	315	152	124	276
Los Angeles.....	43,200	41,447	84,647	40,008	38,806	78,814	33,781	32,387	66,168
Madera.....	467	373	840	431	406	836	411	407	818
Marina.....	1,085	953	2,008	981	1,014	1,995	778	761	1,539
Mariposa.....	29	31	60	31	50	81	36	30	66
Mendocino.....	902	881	1,183	477	501	978	479	435	914
Merced.....	917	899	1,726	777	733	1,510	697	713	1,410
Modoc.....	105	116	221	97	92	189	81	70	151
Mono.....	23	16	39	25	9	34	17	7	24
Monterey.....	1,516	1,434	2,950	1,298	1,318	2,616	1,115	1,095	2,210
Napa.....	458	437	895	447	467	914	420	415	835
Nevada.....	158	156	314	143	148	291	135	131	266
Orange.....	4,349	4,180	8,529	4,051	3,939	7,990	3,379	3,174	6,553
Placer.....	432	418	850	457	398	855	416	383	799
Plumas.....	134	114	248	132	114	246	131	79	210
Riverside.....	2,265	2,125	4,390	2,184	2,040	4,194	1,833	1,700	3,533
Sacramento.....	3,938	3,671	7,609	3,677	3,603	7,280	2,862	2,808	5,670
San Benito.....	121	124	245	121	117	238	107	111	218
San Bernardino.....	3,984	3,705	7,689	3,743	3,656	7,399	3,354	3,125	6,479
San Diego.....	6,957	6,545	13,502	6,449	6,438	12,887	5,427	5,210	10,637
San Francisco.....	3,807	3,594	7,401	3,420	3,163	6,573	2,675	2,510	5,185
San Joaquin.....	2,176	2,135	4,311	2,068	2,120	4,188	1,859	1,732	3,591
San Luis Obispo.....	552	519	1,071	510	498	1,008	488	429	917
San Mateo.....	3,590	3,361	6,951	3,342	3,375	6,717	2,832	2,603	5,435
Santa Barbara.....	862	885	1,747	878	896	1,774	785	751	1,536
Santa Clara.....	4,491	4,190	8,021	4,278	4,232	8,510	3,533	3,427	6,960
Santa Cruz.....	625	527	1,152	555	576	1,131	491	484	975
Shasta.....	539	491	1,030	516	455	971	433	376	809
Sierra.....	15	16	31	25	28	53	18	17	35
Siakiyou.....	381	342	723	299	279	578	303	279	582
Solano.....	1,245	1,143	2,388	1,165	1,167	2,332	892	912	1,804
Sonoma.....	1,155	1,154	2,309	1,058	1,056	2,114	1,000	953	1,953
Stanislaus.....	1,404	1,436	2,930	1,377	1,298	2,675	1,256	1,299	2,555
Sutter.....	288	294	582	269	235	504	242	260	502
Tehama.....	206	190	396	228	172	400	191	161	352
Trinity.....	69	65	134	61	67	118	71	38	109
Tulare.....	1,715	1,570	3,291	1,500	1,501	3,001	1,547	1,440	2,987
Tuolumne.....	163	156	319	138	138	276	121	124	245
Ventura.....	1,453	1,331	2,784	1,440	1,314	2,754	1,175	1,079	2,254
Yolo.....	578	525	1,103	519	522	1,041	420	435	855
Yuba.....	296	323	619	268	241	509	267	217	484
Total.....	118,180	111,857	230,037	110,275	107,382	217,657	93,979	89,353	183,332

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Sixth grade			Seventh grade in elementary schools			Seventh grade in junior high schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	5,476	5,199	10,675	2,652	2,559	5,211	2,581	2,370	4,951
Alpine.....	3	3	6	2	4	6			
Amador.....	76	64	140	58	71	129			
Butte.....	663	578	1,241	358	332	690	310	287	597
Calaveras.....	90	86	176	81	87	168			
Colusa.....	96	82	178	113	91	204			
Contra Costa.....	3,284	3,177	6,461	780	722	1,502	2,399	2,275	4,674
Del Norte.....	131	134	265	136	130	266			
El Dorado.....	142	160	302	141	157	298			
Fresno.....	2,940	2,946	5,886	1,700	1,606	3,306	1,295	1,320	2,615
Glenn.....	168	139	307	158	156	314			
Humboldt.....	848	798	1,646	527	497	1,024	303	290	593
Imperial.....	650	627	1,277	648	645	1,291			
Inyo.....	112	109	221	112	108	215			
Kern.....	2,601	2,441	4,942	2,432	2,322	4,754	28	42	70
Kings.....	469	461	930	448	433	881			
Lake.....	101	87	188	95	80	175			
Lassen.....	136	134	270	119	100	219	15	24	39
Los Angeles.....	33,960	32,986	66,946	9,957	9,414	19,371	25,237	24,433	49,670
Madera.....	439	397	836	397	370	767			
Marin.....	805	739	1,544	823	733	1,556			
Mariposa.....	45	34	79	38	40	78			
Mendocino.....	516	480	996	249	239	488	255	201	456
Merced.....	775	693	1,468	634	601	1,235	152	148	300
Modoc.....	79	75	154	79	80	159			
Mono.....	13	10	29	14	9	23			
Monterey.....	1,186	1,095	2,281	852	757	1,609	320	323	643
Napa.....	413	381	794	29	22	51	367	374	741
Nevada.....	140	145	285	35	29	64	116	120	236
Orange.....	3,258	3,268	6,526	1,874	1,732	3,606	1,336	1,292	2,628
Placer.....	377	415	792	395	351	746	33	29	62
Plumas.....	95	127	222		2	2	123	113	236
Riverside.....	1,866	1,832	3,698	492	503	995	1,411	1,314	2,725
Sacramento.....	3,076	2,861	5,937	1,252	1,265	2,517	1,659	1,582	3,241
San Benito.....	102	115	217	99	102	201			
San Bernardino.....	3,319	3,219	6,538	1,512	1,457	2,969	1,938	1,709	3,647
San Diego.....	6,265	4,974	10,239	1,708	1,518	3,226	3,227	3,281	6,508
San Francisco.....	2,622	2,525	5,147	94	88	182	2,629	2,590	5,219
San Joaquin.....	1,921	1,780	3,701	852	870	1,722	949	954	1,903
San Luis Obispo.....	489	444	933	347	334	681	147	141	288
San Mateo.....	2,540	2,403	4,943	2,556	2,459	5,015			
Santa Barbara.....	776	789	1,565	328	280	608	444	465	909
Santa Clara.....	3,589	3,368	6,957	2,377	2,303	4,680	1,181	1,104	2,285
Santa Cruz.....	462	489	951	314	300	614	209	171	380
Shasta.....	489	427	916	481	477	958			
Sierra.....	24	18	42	20	21	41			
Siskiyou.....	268	286	554	311	287	598			
Solano.....	916	885	1,801	397	362	759	488	427	915
Sonoma.....	970	960	1,930	411	354	765	681	629	1,310
Stanislaus.....	1,349	1,280	2,629	1,380	1,315	2,695			
Sutter.....	254	270	524	271	276	547			
Tehama.....	179	199	378	198	177	375			
Trinity.....	39	53	92	64	54	118			
Tulare.....	1,632	1,512	3,144	1,491	1,356	2,847	71	66	137
Tuolumne.....	142	107	249	142	110	252			
Ventura.....	1,132	1,121	2,253	660	669	1,329	486	491	977
Yolo.....	406	371	777	392	336	728	53	57	110
Yuba.....	259	245	504	249	277	526			
Total.....	94,103	90,536	184,639	44,334	41,892	86,226	50,443	48,622	99,065

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Eighth grade in elementary schools			Eighth grade in junior high schools			Total, kindergarten through eighth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	2,402	2,402	4,804	2,537	2,607	5,144	58,908	56,080	114,988
Alpine.....	3	2	4	—	—	—	24	20	44
Amador.....	81	63	144	—	—	—	702	629	1,331
Butte.....	350	326	676	336	307	643	5,987	5,563	11,550
Calaveras.....	72	87	159	—	—	—	777	750	1,527
Colusa.....	112	95	207	—	—	—	1,022	843	1,865
Contra Costa.....	792	677	1,469	2,277	2,191	4,468	34,565	32,733	67,298
Del Norte.....	137	138	275	—	—	—	1,298	1,286	2,584
El Dorado.....	173	124	297	—	—	—	1,417	1,337	2,754
Fresno.....	1,621	1,434	3,055	1,289	1,143	2,432	30,098	28,215	58,313
Glenn.....	169	159	328	—	—	—	1,576	1,374	2,950
Humboldt.....	542	463	1,005	330	295	625	8,465	7,900	16,395
Imperial.....	613	563	1,176	—	—	—	6,056	6,379	13,035
Inyo.....	118	101	219	—	—	—	1,101	1,051	2,152
Kern.....	2,403	2,322	4,725	27	33	60	24,818	23,320	48,138
Kings.....	462	446	908	—	—	—	4,412	4,193	8,606
Lake.....	102	94	196	—	—	—	917	798	1,715
Lassen.....	117	119	236	35	24	59	1,424	1,294	2,718
Los Angeles.....	9,584	9,404	18,988	24,468	24,071	48,539	359,289	346,177	705,466
Madera.....	392	386	778	—	—	—	3,806	3,550	7,356
Maria.....	686	689	1,375	—	—	—	8,557	8,145	16,702
Mariposa.....	44	33	77	—	—	—	297	296	593
Mendocino.....	251	222	473	205	208	413	4,671	4,270	8,941
Merced.....	596	511	1,017	212	158	370	7,338	6,907	14,245
Modoc.....	63	69	132	—	—	—	795	805	1,600
Mono.....	8	12	20	—	—	—	129	107	236
Monterey.....	731	694	1,425	314	332	646	12,299	11,579	23,878
Napa.....	24	30	54	352	321	673	3,886	3,759	7,645
Nevada.....	32	20	52	148	127	275	1,344	1,239	2,583
Orange.....	1,658	1,635	3,293	1,188	1,269	2,457	35,071	33,690	68,761
Placer.....	350	359	709	42	21	63	3,840	3,635	7,495
Plumas.....	—	—	—	110	105	215	1,073	1,002	2,075
Riverside.....	482	470	952	1,285	1,271	2,556	18,659	17,772	36,431
Sacramento.....	1,199	1,172	2,371	1,524	1,493	3,017	31,315	29,944	61,259
San Benito.....	91	113	204	—	—	—	1,026	1,004	2,030
San Bernardino.....	1,470	1,399	2,869	1,726	1,679	3,405	33,828	31,838	65,666
San Diego.....	1,586	1,455	3,041	3,065	3,066	6,131	56,357	53,700	110,057
San Francisco.....	60	72	132	2,721	2,643	5,364	30,677	29,043	59,720
San Joaquin.....	853	817	1,670	852	864	1,716	18,485	17,773	36,258
San Luis Obispo.....	299	324	623	136	123	259	4,686	4,408	9,094
San Mateo.....	2,365	2,336	4,701	—	—	—	29,331	27,611	56,942
Santa Barbara.....	325	292	617	468	424	892	7,692	7,671	15,373
Santa Clara.....	2,104	2,080	4,184	1,105	1,065	2,170	37,489	35,532	73,021
Santa Cruz.....	265	253	518	181	170	351	4,876	4,690	9,566
Shasta.....	495	436	931	—	—	—	4,547	4,080	8,627
Sierra.....	22	21	43	—	—	—	209	169	378
Siskiyou.....	327	270	597	—	—	—	2,915	2,602	5,517
Solano.....	301	345	646	464	410	874	9,697	9,151	18,848
Sonoma.....	364	336	700	607	595	1,202	9,667	9,158	18,825
Stanislaus.....	1,342	1,330	2,662	—	—	—	12,831	12,190	25,021
Sutter.....	267	232	499	—	—	—	2,441	2,380	4,821
Tehama.....	194	197	391	—	—	—	1,824	1,613	3,437
Trinity.....	51	45	96	—	—	—	618	496	1,014
Tulare.....	1,401	1,354	2,755	64	64	128	14,432	13,465	27,917
Tuolumne.....	137	143	280	—	—	—	1,252	1,204	2,456
Ventura.....	625	577	1,202	479	444	923	11,939	11,484	23,423
Yolo.....	358	315	673	40	50	90	4,472	4,173	8,645
Yuba.....	291	222	513	—	—	—	2,523	2,386	4,909
Total.....	41,871	40,275	82,146	48,687	47,573	96,160	980,481	934,503	1,914,984

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Ninth grade in junior high school			Ninth grade in four-year high school			Tenth grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	1,755	1,822	3,577	2,559	2,400	4,959	4,076	4,002	8,077
Alpine.....				72	69	132	59	53	111
Amador.....				286	272	558	521	540	1,061
Butte.....	258	279	537	72	76	148	78	63	141
Calaveras.....									
Colusa.....				119	125	244	79	89	168
Contra Costa.....	1,525	1,401	2,926	1,179	1,134	2,313	2,317	2,278	4,595
Del Norte.....				132	121	253	108	93	201
El Dorado.....				158	157	315	135	99	234
Fresno.....	1,123	1,066	2,219	1,292	1,206	2,500	2,120	1,988	4,108
Glenn.....				147	138	285	120	121	241
Humboldt.....	232	240	462	453	446	899	630	610	1,240
Imperial.....				531	505	1,036	427	436	863
Inyo.....				115	109	224	91	89	180
Kern.....	26	32	58	2,221	2,047	4,268	1,951	1,820	3,771
Kings.....				384	378	762	338	331	669
Lake.....				88	83	171	81	73	154
Lassen.....	33	26	59	108	87	195	127	134	261
Los Angeles.....	20,771	20,042	40,813	9,364	8,933	18,297	26,701	25,492	52,193
Madera.....				342	307	649	288	218	504
Marin.....				554	464	1,018	530	445	975
Mariposa.....				43	25	68	26	21	47
Mendocino.....	162	182	344	207	203	410	340	342	682
Merced.....	193	163	356	487	522	1,009	542	533	1,075
Modoc.....				66	53	119	61	42	103
Mono.....				8	3	11	4	9	13
Monterey.....	380	326	706	452	491	933	732	692	1,424
Napa.....	326	335	661	13	22	35	331	291	612
Nevada.....	155	123	278				128	120	248
Orange.....	775	802	1,577	1,798	1,636	3,433	2,117	2,066	4,183
Placer.....	20	20	40	382	310	692	342	302	644
Plumas.....	101	91	192				85	75	160
Riverside.....	940	864	1,804	697	623	1,320	1,328	1,238	2,664
Sacramento.....	1,461	1,506	2,967	865	730	1,595	2,051	2,110	4,161
San Benito.....				105	89	194	81	74	155
San Bernardino.....	1,389	1,280	2,669	1,481	1,263	2,744	2,507	2,398	4,905
San Diego.....	2,560	2,582	5,142	1,429	1,369	2,798	3,590	3,502	7,092
San Francisco.....	2,300	2,184	4,484	254	233	487	2,643	2,278	4,921
San Joaquin.....	778	696	1,474	734	671	1,405	1,333	1,295	2,628
San Luis Obispo.....	146	142	288	278	274	552	389	345	734
San Mateo.....				1,961	1,976	3,937	1,789	1,750	3,539
Santa Barbara.....	387	376	763	275	243	518	625	602	1,227
Santa Clara.....	966	1,006	1,972	1,848	1,775	3,623	2,408	2,316	4,724
Santa Cruz.....	229	246	475	241	210	451	414	386	800
Shasta.....				448	394	842	355	340	725
Sierra.....				25	18	43	16	18	34
Siskiyou.....				322	301	623	288	239	527
Solano.....	407	366	773	313	306	619	634	650	1,284
Sonoma.....	574	528	1,102	255	249	504	806	768	1,576
Stanislaus.....				1,177	1,168	2,345	1,112	1,018	2,130
Sutter.....				250	233	483	242	189	431
Tehama.....				173	144	317	155	147	302
Trinity.....				43	81	74	50	29	79
Tulare.....	49	61	110	1,115	1,100	2,215	1,116	1,008	2,124
Tuolumne.....				112	111	223	107	110	217
Ventura.....	423	407	830	567	526	1,093	843	786	1,629
Yolo.....	50	45	95	326	331	657	349	313	662
Yuba.....				209	216	425	157	174	331
Total.....	40,514	39,200	79,783	39,135	36,888	76,023	70,894	67,645	138,539

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Eleventh grade			Twelfth grade			Total, grades 9 through 12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	3,674	3,509	7,273	2,991	2,792	5,683	14,954	14,615	29,569
Alpine.....									
Amador.....	58	63	121	57	58	115	246	233	479
Butte.....	482	439	921	379	407	786	1,926	1,937	3,863
Calaveras.....	67	54	121	50	51	101	267	244	511
Colusa.....	86	79	165	74	66	140	358	350	717
Contra Costa.....	2,030	1,866	3,896	1,563	1,533	3,146	8,614	8,262	16,876
Del Norte.....	62	68	130	62	60	122	364	342	706
El Dorado.....	117	104	221	83	86	169	493	446	939
Fresno.....	1,695	1,692	3,387	1,395	1,385	2,780	7,625	7,369	14,994
Glenn.....	122	100	222	104	96	200	493	455	948
Humboldt.....	485	452	937	430	400	830	2,250	2,148	4,398
Imperial.....	340	320	660	275	277	552	1,573	1,538	3,111
Inyo.....	66	67	133	61	59	120	333	324	657
Kern.....	1,517	1,424	2,941	1,284	1,107	2,391	6,999	6,430	13,429
Kings.....	256	287	543	232	170	402	1,210	1,166	2,376
Lake.....	67	71	138	57	57	144	323	284	607
Lassen.....	110	93	203	108	110	218	496	450	936
Los Angeles.....	21,840	21,915	43,755	17,279	17,169	34,448	95,955	93,551	189,506
Madera.....	227	225	452	170	185	355	1,027	933	1,960
Mario.....	423	417	840	409	236	735	1,916	1,652	3,568
Mariposa.....	25	27	52	19	19	38	113	92	205
Mendocino.....	291	251	542	248	226	474	1,248	1,204	2,452
Merced.....	465	419	884	386	325	711	2,073	1,962	4,035
Modoc.....	43	46	89	42	30	72	212	171	383
Mono.....	8	7	15	7	5	12	27	24	51
Monterey.....	563	583	1,146	473	477	950	2,600	2,559	5,159
Napa.....	279	239	518	225	208	433	1,164	1,095	2,259
Nevada.....	123	111	234	92	90	182	498	444	942
Orange.....	1,728	1,642	3,370	1,422	1,276	2,698	7,540	7,421	15,261
Placer.....	301	273	574	268	222	490	1,313	1,127	2,440
Plumas.....	83	82	165	74	79	153	343	327	670
Riverside.....	1,098	1,078	2,176	890	831	1,721	4,953	4,732	9,685
Sacramento.....	1,822	1,827	3,649	1,471	1,473	2,944	7,670	7,646	15,316
San Benito.....	73	94	167	53	49	102	312	306	618
San Bernardino.....	1,916	1,891	3,807	1,500	1,401	2,901	8,793	8,233	17,026
San Diego.....	3,139	2,892	6,031	2,468	2,305	4,773	13,186	12,650	25,836
San Francisco.....	2,335	2,100	4,435	2,051	1,683	3,734	9,583	8,478	18,061
San Joaquin.....	1,196	1,192	2,388	857	946	1,803	4,898	4,800	9,698
San Luis Obispo.....	321	299	620	275	236	511	1,409	1,296	2,705
San Mateo.....	1,578	1,447	3,025	1,210	1,196	2,396	6,538	6,359	12,897
Santa Barbara.....	541	489	1,030	449	408	857	2,277	2,118	4,395
Santa Clara.....	1,962	1,999	3,961	1,549	1,669	3,218	8,733	8,765	17,498
Santa Cruz.....	399	353	752	324	267	591	1,607	1,462	3,069
Shasta.....	313	299	612	274	269	543	1,420	1,302	2,722
Sierra.....	15	12	27	9	16	25	65	64	129
Siskiyou.....	254	214	468	196	194	390	1,060	948	2,008
Solano.....	548	502	1,050	412	431	843	2,314	2,255	4,569
Sonoma.....	666	671	1,337	595	503	1,098	2,898	2,719	5,617
Stanislaus.....	911	850	1,761	708	673	1,381	3,908	3,709	7,617
Sutter.....	190	175	365	157	149	306	839	746	1,585
Tehama.....	155	133	288	147	118	265	630	542	1,172
Trinity.....	30	23	53	35	17	52	158	100	258
Tulare.....	886	876	1,762	757	705	1,462	3,923	3,750	7,673
Tuolumne.....	84	90	174	60	81	141	363	392	755
Ventura.....	714	638	1,352	582	470	1,052	3,129	2,827	5,956
Yolo.....	259	293	552	262	232	494	1,246	1,214	2,460
Yuba.....	171	127	298	122	108	230	659	625	1,284
Total.....	59,209	57,579	116,788	47,062	45,821	92,883	257,414	247,202	504,616

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Thirteenth grade						Fourteenth grade					
	Full-time			Part-time			Full-time			Part-time		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Alameda.....	1,034	439	1,473	405	152	557	383	112	495	164	64	228
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....	637	327	964	311	239	550	411	141	552	87	43	130
Colusa.....												
Contra Costa.....												
Del Norte.....												
El Dorado.....												
Fresno.....	864	369	1,233	123	61	174	443	146	589	42	16	58
Glenn.....												
Humboldt.....												
Imperial.....	79	24	103	10	13	23	34	16	50	4	7	11
Inyo.....												
Kern.....	764	330	1,094	46	83	99	407	151	558	21	38	59
Kings.....												
Lake.....												
Lassen.....	83	27	110		1	1	47	14	61	2		2
Los Angeles.....	11,718	5,401	17,119	6,820	2,972	10,792	8,421	2,863	11,284	2,315	1,057	3,372
Madera.....												
Marin.....	213	125	338	9	15	24	165	54	219	7	18	25
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	501	270	771	48	61	99	358	125	483	30	23	53
Napa.....	195	83	278				114	28	142			
Nevada.....												
Orange.....	1,032	528	1,558	187	164	341	806	375	1,083	99	67	166
Placer.....	162	84	246	5	1	6	163	66	229	3	4	7
Plumas.....												
Riverside.....	377	228	603	16	11	27	161	76	237	7	4	11
Sacramento.....	879	418	1,297	132	63	195	630	244	874	143	62	205
San Benito.....	11	8	19		2	2	9	1	10			
San Bernardino.....	879	434	1,313	481	96	577	596	260	856	138	39	175
San Diego.....	860	294	1,154	422	241	663	495	140	635	95	89	184
San Francisco.....	1,643	650	2,293	289	349	638	1,415	313	1,728	222	117	339
San Joaquin.....	418	221	639				328	130	448	127	173	300
San Luis Obispo.....	42	48	90	7	3	10	24	22	46	2	5	7
San Mateo.....	579	280	859	91	46	137	419	138	555	73	37	100
Santa Barbara.....	232	102	334	57	74	131	124	37	161	21	31	52
Santa Clara.....	691	210	901	437	60	497	456	91	547	74	14	88
Santa Cruz.....												
Shasta.....	201	122	323	5	11	16	141	58	199	6	1	7
Sierra.....												
Siskiyou.....												
Solano.....	167	138	305	23	19	41	590	74	664	10	8	18
Sonoma.....	373	206	579				311	144	455			
Stanislaus.....	515	304	819	87	80	137	375	144	519	66	24	90
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	451	287	738	2	1	3	323	171	494			
Tuolumne.....												
Ventura.....	342	170	512	25	17	42	292	70	362	23	18	41
Yolo.....												
Yuba.....	256	130	386	48	23	70	141	40	190	5	5	10
Total.....	20,188	12,253	38,441	10,085	5,767	15,852	18,584	6,141	24,725	3,784	1,934	5,738

TABLE 3—Concluded
GRADED ENROLLMENT, BY COUNTIES

County	Total, grades 13 and 14					
	Full-time			Part-time		
	Male	Female	Total	Male	Female	Total
Alameda.....	1,417	551	1,968	509	216	785
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	1,038	468	1,506	393	282	690
Del Norte.....						
El Dorado.....						
Fresno.....	1,307	515	1,822	168	67	232
Glenn.....						
Humboldt.....						
Imperial.....	113	40	153	14	20	34
Inyo.....						
Kern.....	1,171	431	1,602	67	91	158
Kings.....						
Lake.....						
Lassen.....	130	41	171	2	1	3
Los Angeles.....	20,139	8,264	28,403	9,135	5,029	14,164
Madera.....						
Marin.....	378	179	557	16	33	49
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....	559	395	1,254	78	74	152
Napa.....	300	111	420			
Nevada.....						
Orange.....	1,840	801	2,641	286	221	507
Placer.....	325	150	475	8	5	13
Plumas.....						
Riverside.....	538	362	900	23	15	38
Sacramento.....	1,509	662	2,171	275	125	400
San Benito.....	20	9	29		2	2
San Bernardino.....	1,475	694	2,169	617	135	732
San Diego.....	1,355	434	1,789	517	330	847
San Francisco.....	3,058	963	4,021	511	466	977
San Joaquin.....	746	341	1,087	127	173	300
San Luis Obispo.....	66	70	136	9	8	17
San Mateo.....	995	416	1,414	164	73	237
Santa Barbara.....	356	139	495	78	105	183
Santa Clara.....	1,147	301	1,448	511	74	585
Santa Cruz.....						
Shasta.....	342	180	522	11	12	23
Sierra.....						
Sierraville.....						
Solano.....	757	212	969	32	27	59
Sonoma.....	684	350	1,034			
Stanislaus.....	890	448	1,338	153	74	227
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....	774	458	1,232	2	1	3
Tuolumne.....						
Ventura.....	634	240	874	46	35	83
Yolo.....						
Yuba.....	297	179	476	53	27	80
Total.....	44,772	18,394	63,166	13,909	7,721	21,600

TABLE 4

TOTAL GRADED ENROLLMENT, BY COUNTIES, WITH PER CENTS OF INCREASE OR DECREASE SINCE MARCH 31, 1955

County	Total enrollment, kindergarten and grades 1 through 14, March 31, 1956			Increase or decrease between March 31, 1955 and March 31, 1956	
	Male	Female	Total	Number	Per cent
Alameda.....	75,848	71,462	147,310	8,123	5.8
Alpine.....	24	20	44	9	25.7
Amador.....	948	862	1,810	35	2.0
Butte.....	7,913	7,500	15,413	810	5.5
Calaveras.....	1,044	994	2,038	68	3.5
Colusa.....	1,380	1,202	2,582	26	1.0
Contra Costa.....	44,615	41,745	86,360	3,658	4.4
Del Norte.....	1,662	1,628	3,290	271	9.0
El Dorado.....	1,910	1,783	3,693	171	4.9
Fresno.....	39,165	36,166	75,361	4,063	5.7
Glenn.....	2,069	1,829	3,898	98	2.6
Humboldt.....	10,745	10,048	20,793	1,562	8.3
Imperial.....	8,356	7,977	16,333	42	.3
Inyo.....	1,434	1,376	2,809	229	8.9
Kern.....	33,055	30,322	63,377	2,972	4.9
Kings.....	5,622	5,389	10,981	-162	-1.5
Lake.....	1,240	1,082	2,322	-4	-.2
Lassen.....	2,042	1,786	3,828	-393	-9.3
Los Angeles.....	484,518	463,021	937,539	63,738	7.3
Madera.....	4,833	4,483	9,316	13	.1
Marin.....	10,867	10,009	20,876	1,879	9.9
Mariposa.....	410	388	798	-17	-2.1
Mendocino.....	5,919	5,474	11,393	730	6.8
Merced.....	9,411	8,869	18,280	925	5.3
Modoc.....	1,007	976	1,983	53	2.7
Mono.....	156	131	287	-3	-1.0
Monterey.....	15,836	14,607	30,443	2,468	8.8
Napa.....	5,359	4,965	10,324	1,094	10.8
Nevada.....	1,842	1,683	3,525	17	.5
Orange.....	45,037	42,133	87,170	17,709	25.5
Placer.....	5,486	4,937	10,423	474	4.8
Plumas.....	1,416	1,329	2,745	60	2.2
Riverside.....	24,173	22,821	46,994	3,771	8.7
Sacramento.....	40,769	38,377	79,146	6,131	8.4
San Benito.....	1,368	1,321	2,679	108	4.1
San Bernardino.....	44,713	40,900	85,613	7,194	9.2
San Diego.....	71,415	67,114	138,529	11,632	9.2
San Francisco.....	43,829	38,950	82,779	2,024	2.5
San Joaquin.....	24,256	23,087	47,343	2,033	4.5
San Luis Obispo.....	6,170	5,782	11,952	348	3.0
San Mateo.....	37,031	34,459	71,490	6,922	10.7
Santa Barbara.....	10,613	10,033	20,646	671	3.4
Santa Clara.....	47,871	44,672	92,543	10,870	13.3
Santa Cruz.....	6,483	6,152	12,635	449	3.7
Shasta.....	6,320	5,574	11,894	910	8.3
Sierra.....	274	233	507	-106	-17.3
Siskiyou.....	3,975	3,550	7,525	535	7.7
Solano.....	12,800	11,645	24,445	207	.9
Sonoma.....	13,240	12,227	25,467	2,031	8.7
Stanislaus.....	17,782	16,421	34,203	1,599	4.9
Sutter.....	3,280	3,120	6,406	-55	-.9
Tehama.....	2,454	2,155	4,609	172	3.9
Trinity.....	676	696	1,272	87	7.3
Tulare.....	19,131	17,694	36,825	645	1.8
Tuolumne.....	1,615	1,596	3,211	507	18.8
Ventura.....	15,750	14,586	30,336	1,949	6.9
Yolo.....	5,718	5,387	11,105	699	6.7
Yuba.....	3,632	3,217	6,849	347	5.3
Total.....	1,296,536	1,207,829	2,504,365	172,335	7.4

TABLE 5
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Postgraduate pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	19	14	33						
Alpine									
Amador									
Butte									
Calaveras									
Columbia									
Contra Costa									
Del Norte									
El Dorado									
Fresno		1	1						
Glenn									
Humboldt	4		4						
Imperial	31	22	53				1	3	4
Inyo									
Kern		1	1						
Kings									
Lake									
Lassen									
Los Angeles	149	3	152						
Madera	1		1						
Marin	6	5	11						
Mariposa									
Mendocino									
Merced									
Modoc									
Mono									
Monterey							10	5	15
Napa	1		1						
Nevada							1		1
Orange									
Placer									
Plumas									
Riverside	12	2	14						
Sacramento	15	12	27						
San Benito									
San Bernardino									
San Diego	337	134	471						
San Francisco									
San Joaquin	1	2	3						
San Luis Obispo									
San Mateo	1	4	5						
Santa Barbara	13	9	22						
Santa Clara	15	1	16						
Santa Cruz							4	3	7
Shasta									
Sierra									
Siskiyou									
Solano									
Sonoma	58	42	100	5	3	8			
Stanislaus									
Sutter									
Tehama	3	1	4						
Trinity					1	1			
Tulare							13	1	14
Tuolumne	1		1						
Ventura									
Yolo									
Yuba									
Total	667	253	920	5	4	9	29	12	41

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors											
	Elementary schools			Grades 7 and 8 in junior high schools			High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	169	143	312	13	20	32	23	63	86			
Alpine.....												
Amador.....												
Butte.....	13	13	26	2	4	6	1	4	5			
Calaveras.....												
Colum.....												
Contra Costa.....	56	45	101	10	7	17	3	5	8			
Del Norte.....	4	4	8									
El Dorado.....												
Fresno.....	74	54	128	5	17	22	17	24	41			
Glenn.....	1		1									
Humboldt.....	14	14	28	2	4	6	2	4	6			
Imperial.....	3	7	10									
Inyo.....												
Kern.....	90	79	169				28	15	43			
Kings.....	4	2	6									
Lake.....												
Lassen.....	4		4									
Los Angeles.....	1,001	1,505	3,406	118	115	233	320	460	780			
Madera.....	3	5	8									
Marin.....	18	13	31				1	3	4			
Mariposa.....												
Mendocino.....							1	1	1			
Merced.....	5	8	13									
Modoc.....	1	1	2									
Mono.....												
Monterey.....	2	4	6				1	3	4			
Napa.....	1	3	4	1		1	1	1	2			
Nevada.....				6	2	8	3	1	4			
Orange.....	130	92	222	5	6	11	7	3	10			
Placer.....	12	12	24				1	6	7			
Plumas.....												
Riverside.....	37	35	72	1	2	3	5	9	14			
Sacramento.....	106	76	182	2	9	11	6	11	17			
San Benito.....												
San Bernardino.....	121	80	201	6	7	13	21	23	44			
San Diego.....	149	129	278	5	9	14	9	17	26			
San Francisco.....	361	281	642	17	13	30	13	17	35			
San Joaquin.....	52	42	94	5	7	12	9	25	34			
San Luis Obispo.....	9	8	17	2	2	4	3		3			
San Mateo.....	54	38	92				8	16	24			
Santa Barbara.....	22	8	30	3	1	4	2		2			
Santa Clara.....	110	74	184				9	6	15			
Santa Cruz.....	14	21	35									
Shasta.....	10	9	19				10	2	12			
Sierra.....												
Slackyou.....		5	5				1	2	3			
Solano.....	20	16	36	1		1	1	1	2			
Sonoma.....	21	16	37	1	5	13	1		1			
Stanislaus.....	37	25	62				2	3	5			
Sutter.....	4	2	6					1	1			
Tehama.....												
Trinity.....												
Tulare.....	52	53	105				17	5	22			
Tuolumne.....												
Ventura.....	21	23	44	3	5	8	6	4	10			
Yolo.....												
Yuba.....	3	6	9									
Total.....	3,708	2,951	6,659	214	235	449	536	744	1,280			

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors								
	Elementary schools			Grades 7 and 8 in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	498	315	813	192	132	324	303	246	549
Alpine.....									
Amador.....	8	4	12						
Butte.....	25	29	54				9	4	13
Calaveras.....									
Colusa.....	11	3	14						
Contra Costa.....	172	94	266	30	11	41	19	12	31
Del Norte.....									
El Dorado.....									
Fresno.....	236	143	379						
Glenn.....	7	5	12						
Humboldt.....	37	15	52	20	3	23	7	5	12
Imperial.....									
Inyo.....									
Kern.....	335	201	536				35	35	70
Kings.....	56	34	90						
Lake.....									
Lassen.....									
Los Angeles.....	4,601	3,164	7,765	395	269	665	235	166	401
Madera.....	22	20	42						
Marin.....	34	19	53				20	11	31
Mariposa.....									
Mendocino.....	10	10	20						
Merced.....	66	32	98						
Modoc.....									
Mono.....									
Monterey.....	143	80	223	9	7	16	16	11	27
Napa.....	32	18	50	15	10	25			
Nevada.....	17	9	26						
Orange.....	265	151	416	11	15	26	4	6	10
Placer.....	35	23	58				8	6	14
Plumas.....									
Riverside.....	181	92	273	51	27	78	8	5	13
Sacramento.....	401	219	620	50	23	73	89	38	127
San Benito.....	38	34	72				20	8	28
San Bernardino.....	252	183	435	75	82	157	73	73	146
San Diego.....	665	405	1,070	279	195	474	188	173	361
San Francisco.....	384	344	728	209	147	356	355	194	549
San Joaquin.....	212	171	383	14	16	30	71	41	112
San Luis Obispo.....	55	39	94						
San Mateo.....	135	78	213						
Santa Barbara.....	65	46	111	27	14	41	35	7	42
Santa Clara.....	211	160	371	8	1	9	13	10	23
Santa Cruz.....	73	52	125				7	3	10
Shasta.....	15	16	31				11	8	19
Sierra.....									
Siskiyou.....	5	5	10						
Solano.....	52	35	87						
Sonoma.....	70	42	112				5		5
Stanislaus.....	265	140	405				25	12	37
Sutter.....	7	1	8						
Tehama.....	20	7	27						
Trinity.....									
Tulare.....	175	117	292				56	36	92
Tuolumne.....									
Ventura.....	123	91	214	17	7	24	8	15	23
Yolo.....	72	50	122				20	5	25
Yuba.....	24	10	34						
Total.....	10,109	6,596	16,705	1,403	958	2,361	1,060	1,133	2,193

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	103	72	175	70	57	127	662	297	959
Alpine.....									
Amador.....				709		709			
Butte.....									
Calaveras.....				5	4	9			
Colusa.....									
Contra Costa.....	100	81	181				97	101	198
Del Norte.....									
El Dorado.....									
Fresno.....	122	54	176				280	30	310
Glenn.....									
Humboldt.....	12	3	15						
Imperial.....				6	1	7	142	33	175
Inyo.....									
Kern.....	131	44	175	32	8	90	203	81	284
Kings.....									
Lake.....									
Lassen.....				1		1	3	3	6
Los Angeles.....	2,456	1,074	3,510	519	458	977	1,793	1,476	3,269
Madera.....									
Marin.....				5	1	6			
Mariposa.....									
Mendocino.....									
Merced.....									
Modoc.....									
Mono.....									
Monterey.....							166	159	315
Napa.....									
Nevada.....									
Orange.....							314	97	411
Placer.....							5	10	15
Plumas.....									
Riverside.....	76	44	120	25	11	36	18	9	27
Sacramento.....	79	21	100				372	290	671
San Benito.....									
San Bernardino.....	78	39	117	11	1	12	221	22	243
San Diego.....	427	233	660		1	1	278	133	411
San Francisco.....	395	211	606						
San Joaquin.....	54	49	103				77	40	117
San Luis Obispo.....				57		57	11	15	26
San Mateo.....	14	11	25		2	2	329	179	508
Santa Barbara.....							29	2	31
Santa Clara.....	26	18	44		1	1	34	39	73
Santa Cruz.....	5	5	10	61		61			
Shasta.....					1	1	11	3	14
Sierra.....									
Siskiyou.....									
Solano.....							167	123	290
Sonoma.....							54	81	135
Stanislaus.....				1		1			
Butter.....				2		2			
Tehama.....									
Trinity.....									
Tulare.....				148	133	281	50	17	67
Tuolumne.....									
Ventura.....	53	28	81		2	2			
Yolo.....					1	1			
Yuba.....							15	9	24
Total.....	4,111	1,987	6,098	1,702	682	2,384	5,321	3,258	8,579

TABLE 5—Concluded
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Classes for adults						Total enrollment in special classes and in classes for adults		
	High school level			Junior college level			Male	Female	Total
	Male	Female	Total	Male	Female	Total			
Alameda.....	7,278	11,465	18,743	2,026	576	2,602	11,355	13,400	24,755
Alpine.....									
Amador.....	43	75	118				760	79	839
Butte.....	256	658	914				306	712	1,018
Calaveras.....	86	123	208				91	126	217
Colusa.....	23	15	38				34	18	52
Contra Costa.....	2,443	4,730	7,173	1,885	1,176	3,061	4,815	6,262	11,077
Del Norte.....							4	4	8
El Dorado.....	28		28					28	28
Fresno.....	2,204	3,411	5,615	798	154	952	3,736	3,888	7,624
Glenn.....							8	5	13
Humboldt.....	329	616	945				427	667	1,094
Imperial.....	172	231	403	64	53	117	419	350	769
Inyo.....									
Kern.....	2,890	5,029	7,899	1,243	1,115	2,358	4,977	6,608	11,585
Kings.....	131	147	278				191	183	374
Lake.....	25	11	36				25	11	36
Lassen.....	68	133	201			2	70	138	214
Los Angeles.....	40,990	77,334	118,314	35,308	27,989	63,297	88,806	114,022	202,828
Madera.....	32	59	91				58	84	142
Marin.....	302	348	650	24	169	193	410	569	979
Mariposa.....									
Mendocino.....	55	162	217				65	173	238
Merced.....	416	496	912				487	526	1,013
Modoc.....	54	39	93				55	40	95
Mono.....									
Monterey.....	1,067	1,815	2,882	1,450	1,219	2,669	2,854	3,303	6,157
Napa.....				884	904	1,948	935	996	1,931
Nevada.....	27	67	94				54	79	133
Orange.....	1,550	2,231	3,781	3,395	3,221	6,616	5,681	5,822	11,503
Placer.....	168	471	639	8	17	25	237	545	782
Plumas.....	66	47	113				66	47	113
Riverside.....	1,298	1,670	2,968	1,061	1,108	2,169	2,773	3,014	5,787
Sacramento.....	827	1,755	2,582	2,008	1,798	3,806	3,955	4,261	8,216
San Benito.....	165	168	333				223	210	433
San Bernardino.....	2,425	4,280	6,705	4,483	3,076	7,559	7,766	7,866	15,632
San Diego.....	8,287	14,713	23,000	2,268	727	2,993	12,890	16,869	29,759
San Francisco.....	10,854	19,462	30,316	788	455	1,243	13,381	21,024	34,405
San Joaquin.....	95	192	287	609	666	1,275	1,199	1,250	2,449
San Luis Obispo.....	937	1,531	2,468	75	16	91	1,149	1,611	2,760
San Mateo.....	2,920	5,440	8,360	1,668	2,130	3,798	5,129	7,898	13,027
Santa Barbara.....	1,002	2,569	3,571	147	40	187	1,345	2,696	4,041
Santa Clara.....	3,569	6,506	10,075	1,396	589	1,985	5,391	7,405	12,796
Santa Cruz.....	424	635	1,059				587	719	1,306
Shasta.....	5	59	64	10	25	35	72	123	195
Sierra.....									
Siakiyou.....	45	30	75				51	42	93
Solano.....	213	202	415	1,137	1,619	2,756	1,591	1,996	3,587
Sonoma.....	790	1,266	2,026	695	1,215	1,910	1,677	2,670	4,347
Stanislaus.....	210	411	621	20	117	137	560	708	1,268
Sutter.....							13	4	17
Tehama.....	96	106	202				119	114	233
Trinity.....								1	1
Tulare.....	967	1,199	2,166	499	564	1,063	1,977	2,125	4,102
Tuolumne.....	53	86	139				54	86	140
Ventura.....	2,199	2,295	4,494	51	135	186	2,451	2,605	5,056
Yolo.....	95	280	375				187	336	523
Yuba.....	60		50	222	331	553	314	356	670
Total.....	98,129	174,567	272,696	64,220	51,268	115,488	191,844	244,646	436,490

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

DORRIS A. BAUGUS has been appointed as Credentials Technician in the Credentials Office, State Department of Education. Mrs. Baugus received the bachelor of science degree in education at Kansas State Teachers College, Emporia, Kansas. She has had experience in teaching in the public schools in Kansas, Colorado, and California.

ANDREW T. FULLER has been transferred from the position of Rehabilitation Counselor in the Santa Ana office of the Bureau of Vocational Rehabilitation to the position of Program Analyst in the central office in Sacramento.

CRAWFORD F. BRUBAKER has been promoted from Rehabilitation Counselor in the Pomona District of the Bureau of Vocational Rehabilitation to Assistant District Supervisor in the Los Angeles District.

The following appointments have been made in the Bureau of Vocational Rehabilitation:

Medical Consultants: BURTON H. GOLDMAN, M.D., and BYRON O. MORK, M.D., in the Los Angeles District; ALTON R. HIGGINS, M.D., Oakland District.

Rehabilitation Counselors: CONSTANCE GAY, Oakland District; I. DELL LACY, Santa Ana branch office; MARILYN R. MCCLELLAN and GEORGE C. MOTTRAM, Los Angeles District.

For Your Information

LOUIS D. BRANDEIS CENTENNIAL CELEBRATION

A number of eminent Americans have formed the Louis Dembitz Brandeis Centennial Commission to honor the memory of the late U. S. Supreme Court Justice. Born November 13, 1856, his humanitarianism symbolized Americanism at its best. The Commission would like to keep young people informed of his continuing influence in the fields of business, jurisprudence, education, and labor relations. The Commission is fostering the promotion of articles, displays, lectures, and discussions on his life and accomplishments. Interested persons may contact D. Gordon Graham, Project Coordinator, Louis Dembitz Brandeis Centennial Commission, Brandeis University, Waltham 54, Mass., or the New York address, 270 Park Avenue, New York, N. Y., Suite 909 H.

EUROPEAN TOUR FOR SCHOOL ADMINISTRATORS

Chico State College is the sponsor of a proposed European tour for school administrators. The major purpose of the tour will be to study comparative patterns of school administration in Great Britain, the Netherlands, France, Germany, Spain, Italy, Switzerland and Austria. There will be an opportunity to study the humanities and the social sciences throughout Europe with the assistance of college faculty. The itinerary is planned to allow time in each country for recreation, shopping, browsing and sightseeing. Approximate dates are June 20-August 25, 1957. The cost of the entire trip will not exceed \$1500 per person and will include the fee for 8 units of instruction, tickets to operas, art galleries, musical comedies, museums, and a bull fight, meals and lodging at first class hotels and all travel expenses. Heavy tourist traffic makes year-in-advance reservations necessary. For full details write to Dr. William B. McCann, Chico State College, Chico, California, prior to October 1, 1956.

PRIZE WINNERS IN TRAFFIC SAFETY CONTEST

More than 1000 entries were submitted from schools in all parts of the country in a high school publications traffic safety contest sponsored by American Motorists Insurance Company. Twenty publications and four students were named top award winners. In the competition among daily and weekly high school publications, seventh place was won by *Bay Eagle*, El Segundo High School, El Segundo, California; eighth place was awarded to *The Californian*, California High School,

Whittier, California. Among publications printed less frequently, *Redwood Bark*, Eureka Senior High School, Eureka, California, won ninth place.

SIXTEENTH ANNUAL SCIENCE TALENT SEARCH

Science Clubs of America, a science service activity sponsored by the Westinghouse Educational Foundation for the purpose of promoting education and science, is conducting its sixteenth annual science talent search. Any high school senior in the continental United States who can, at graduation, meet college entrance requirements, is eligible to compete for scholarships offered by the Foundation. A report of approximately 1000 words on the subject "My Scientific Project" must be written as a preliminary step in competing for the awards. Both the project and the report of it are judged for talent, together with a written examination given in December, 1956. Forty winners will travel to the Science Talent Institute in Washington, D. C., where they will compete for scholarships for the continuation of their education. Of the forty, one will be selected as winner of the \$2800 Westinghouse Grand Science Scholarship; another, winner of the \$2000 Westinghouse Grand Science Scholarship; eight will be selected to receive scholarships of \$400 each; and \$3000 more in scholarships will be awarded at the discretion of the judges. Detailed information may be obtained from Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

There will be a meeting of the National Council of Teachers of Mathematics on the campus of the University of California, Los Angeles, August 20-22.

Professional Literature

PUBLICATIONS RECEIVED

- BARNARD, J. DARRELL. *Teaching High-School Science. What Research Says Series, No. 10.* Washington 6: Department of Classroom Teachers, American Educational Research Association of the National Education Association (1201 Sixteenth St., N. W.), 1956. Pp. 32. \$0.25.
- BEASLEY, JANE. *Slow to Talk: A Guide for Teachers and Parents of Children with Delayed Language Development.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xii + 108. \$2.75.
- BECK, ROBERT H., Editor. *The Three R's Plus: What Today's Schools Are Trying to Do—and Why.* Minneapolis: University of Minnesota Press, 1956. Pp. x + 392. \$3.75.
- BODE, CARL. *The American Lyceum: Town Meeting of the Mind.* New York 11: Oxford University Press, 1956. Pp. xii + 276. \$5.00.
- BORROWMAN, MERLE L. *The Liberal and Technical in Teacher Education: A Historical Survey of American Thought.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xiv + 248. \$5.00.
- BROWNSTEIN, SAMUEL C., WEINER, MITCHELL, KAPLAN, STANLEY. *You Can Win A Scholarship.* Great Neck, New York: Barron's Educational Series, Inc., 1956. Pp. 430. \$4.95.
- BULLOCK, HARRISON. *Helping the Non-reading Pupil in the Secondary School.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. viii + 180. \$3.75.
- BUTTS, R. FREEMAN. *Assumptions Underlying Australian Education.* New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xii + 80. \$2.50.
- BYRAM, HAROLD M. and WENRICH, RALPH C. *Vocational Education and Practical Arts in the Community School.* New York 11: The Macmillan Company, 1956. Pp. x + 512. \$5.50.
- California Teachers' Salaries for 1955-1956.* Research Bulletin No. 89, April, 1956. California Teachers Association. San Francisco, 1956. Pp. 70. \$1.00.
- CRAMER, JOHN FRANCIS and BROWNE, GEORGE STEPHENSON. *Contemporary Education: A Comparative Study of National Systems.* New York 17: Harcourt, Brace and Company, Inc., 1956. Pp. xvi + 638. \$9.00.
- DAVIS, JESSE BUTTRICK. *The Saga of a Schoolmaster: An Autobiography.* Boston, Mass.: Boston University Press, 1956. Pp. xii + 312.
- DYER, HENRY S., KALIN, ROBERT, LORD, FREDERIC M. *Problems in Mathematical Education.* New Jersey: Educational Testing Service (20 Nassau St., Princeton), 1956. Pp. iv + 50. \$1.00.
- DYER, JOHN P. *Ivory Towers in the Market Place: The Evening College in American Education.* Indianapolis 7: Bobbs-Merrill Co., Inc., 1956. Pp. viii + 206. \$3.50.
- EVERETT, SAMUEL, Editor, and ARNDT, CHRISTIAN O., Co-editor. *Teaching World Affairs in American Schools: A Case Book.* New York 16: Harper & Brothers, 1956. Pp. xvi + 270. \$4.00.
- GABRIEL, ASTRICK L. *Student Life in Ave Maria College, Mediaeval Paris: History and Chantry of the College.* Notre Dame, Indiana: University of Notre Dame Press, 1955. Publications in Mediaeval Studies, No. 14. Pp. xviii + 460. \$5.50.

- HALL, THEODORE. *Gifted Children: The Cleveland Story*. Cleveland: The World Publishing Co., 1956. Pp. 90.
- Health Supervision of Young Children*. A guide for practicing physicians and child health conference personnel. New York 19: American Public Health Association, Inc. (1790 Broadway), 1955. Pp. 180.
- HECHINGER, FRED M. *An Adventure in Education: Connecticut Points the Way*. New York 11: Macmillan Co., 1956. Pp. xii + 266. \$3.75.
- HOCKING, WILLIAM ERNEST. *Experiment in Education: What We Can Learn from Teaching Germany*. Chicago: Henry Regnery Co., 1954. Pp. xvi + 304. \$5.00.
- HURLOCK, ELIZABETH B. *Child Growth and Development*. Second Edition. New York 36: McGraw-Hill Book Company, Inc., Pp. xviii + 384. \$4.75.
- KNAUTH, ERNEST FREDERIC. *The College Business Manager*. New York: New York University Press, 1955. Pp. xiv + 166. \$5.50.
- LINN, HENRY H. *School Business Administration*. New York 10: The Ronald Press Company, 1956. Pp. vi + 574. \$7.50.
- MACIVER, ROBERT M. *Great Moral Dilemmas in Literature, Past and Present*. New York 16: Harper & Brothers, 1956. Pp. viii + 190. \$3.00.
- Materials for Teaching Dance*. Vol. 1, *Modern Dance and Children's Dance*. MARGARET ERLANGER, Coordinator. Vol. 2, *Folk, Square, and Social Dance*. COMMITTEE ON SUPPLEMENTARY MATERIALS, National Section on Dance. Washington 6: Published for the National Section on Dance by the American Association for Health, Physical Education and Recreation, 1953. \$1.00.
- McDANIEL, HENRY B. with SHAFTEL, G. A. *Guidance in the Modern School*. New York 19: Dryden Press, Inc., 1956. Pp. xiv + 526. \$5.75.
- Our Public Schools*—Report of the Superintendent of Schools of the City of New York, 1954-55. Part II, *Exploring New York*. Prepared for the Schools-Museums Committee, Association of Assistant Superintendents, by Joseph C. Noethen, Assistant Superintendent, and Hanna T. Rose, Curator of Education, Brooklyn Museum. Brooklyn 1, N.Y.: Board of Education, City of New York, 1956. Pp. 54.
- POLIER, JUSTINE WISE. *Back to What Woodshed?* Public Affairs Pamphlet No. 232. New York 16: Public Affairs Committee (22 E. 38th St.), 1956. Pp. 28. \$0.25.
- RASEY, MARIE I. and MENGE, J. W. *What We Learn from Children*. New York 16: Harper & Bros., 1956. Pp. xvi + 164. \$3.00.
- SMITH, HENRY LEE, JR. *Linguistic Science and the Teaching of English*. Cambridge, Mass.: Harvard University Press, 1956. Pp. 62. \$1.50.
- STEARNS, HARRY L. *Community Relations and the Public Schools*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1955. Pp. xiv + 364. \$5.00.
- STENDLER, CELIA B. *Field Projects and Problems in Educational Sociology and Social Foundations of Education*. New York 19: The Dryden Press, 1956. Unpaged. \$2.00.
- STUART, REGINALD R. and STUART, GRACE D. *A History of the Fred Finch Children's Home: Oldest Home for Children in California, 1891-1955*. Oakland, California: Fred Finch Children's Home, 1955. Pp. 94.
- Tenure Attitudes of Teachers in Small Districts*. Research Bulletin No. 92, May, 1956. California Teachers Association. San Francisco, 1956. Pp. 16 + XX.
- WORCESTER, D. A. *The Education of Children of Above-average Mentality*. Lincoln, University of Nebraska Press, 1956. Pp. 68. \$2.00.

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